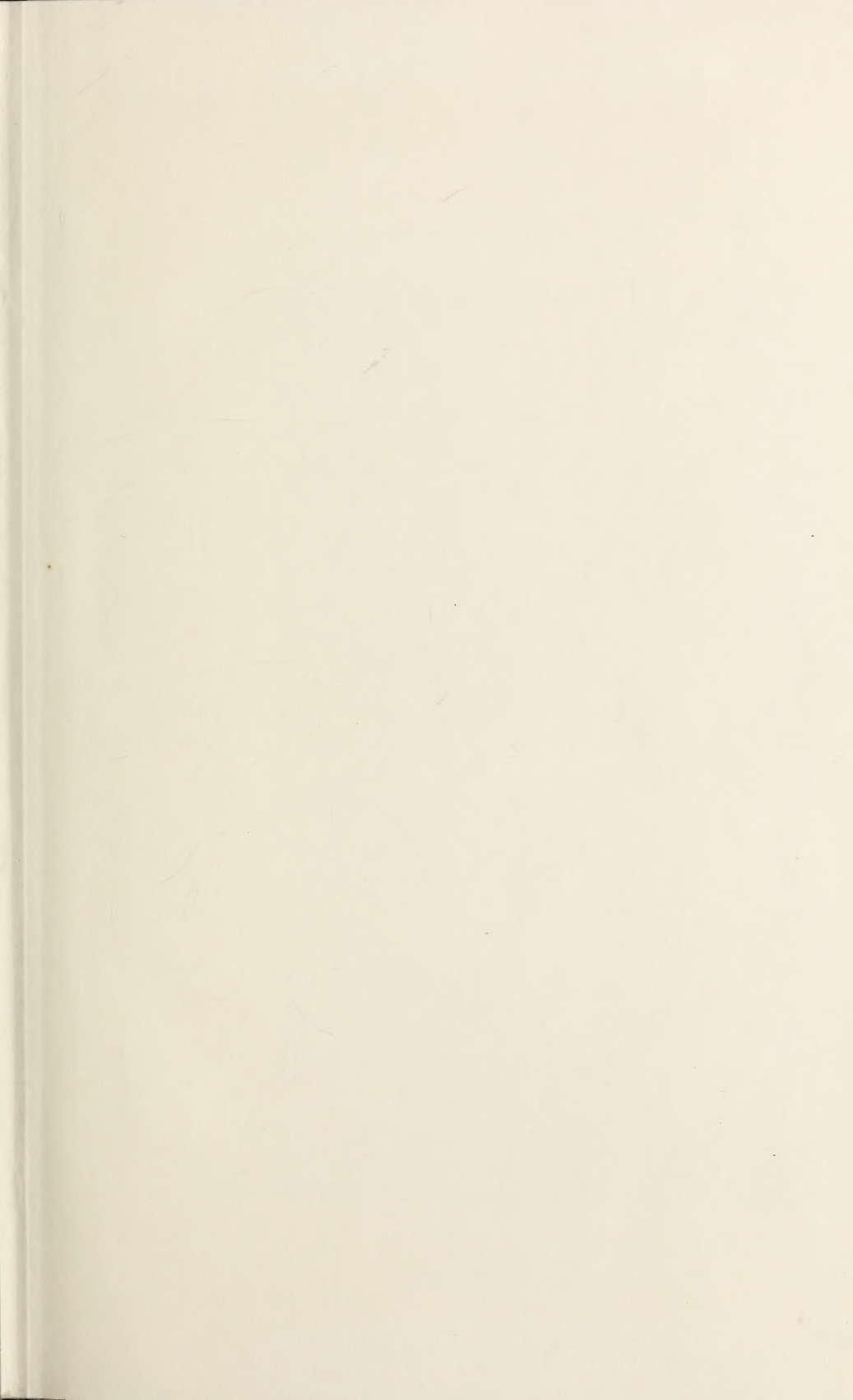


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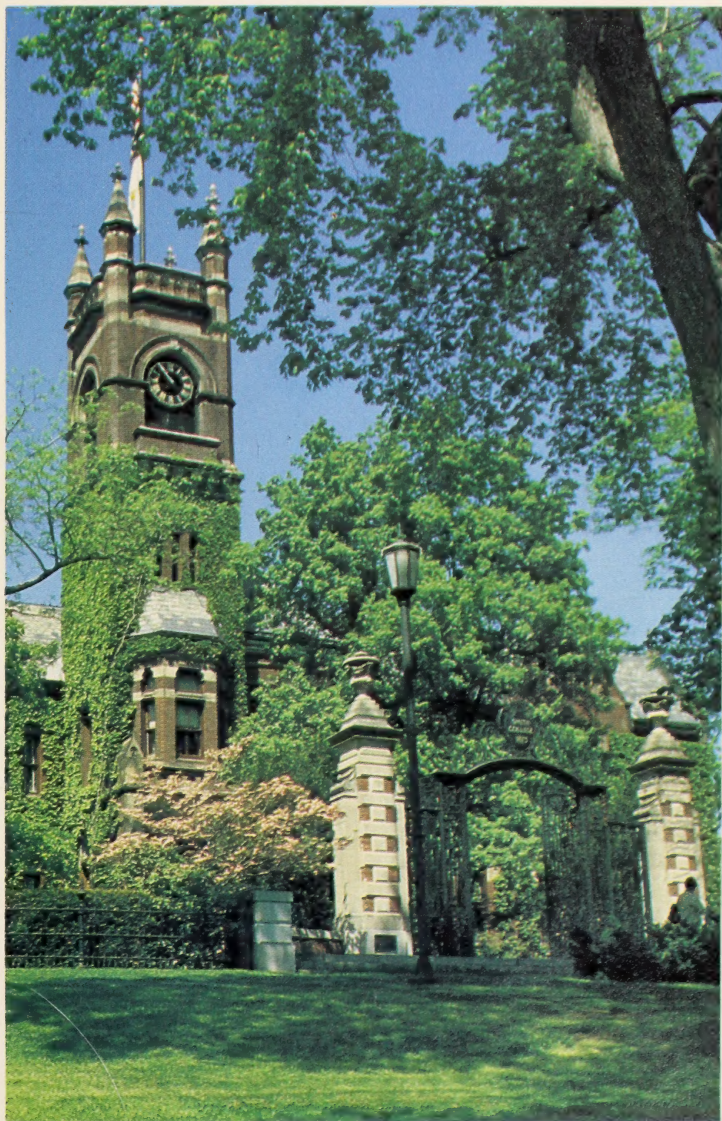








## 1983-1984 Catalogue



Smith College  
Northampton, Massachusetts 01063

# SMITH COLLEGE BULLETIN

## SMITH COLLEGE BULLETIN

(U.S.P.S. 499-020)

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All announcements herein are subject to revision.

Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.



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## 1983-1984 Catalogue

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Northampton, Massachusetts 01063

**SMITH COLLEGE BULLETIN**

## INQUIRIES AND VISITS

Inquiries concerning Smith College may be made of the following officers and their staffs, either by mail, telephone, or by interview. The post office address is Northampton, Massachusetts 01063. The telephone number is (413) 584-2700 for all offices except the Office of Admission, for which the number is (413) 584-0515.

ADMISSION OF STUDENTS: Lorna R. Blake, *Director of Admission*

FINANCIAL AID & STUDENT EMPLOYMENT: Anne F. Keppler, *Director of Financial Aid*

GRADUATE STUDY & FELLOWSHIPS: Alan L. Marvelli, *Director of Graduate Study*

ACADEMIC STANDING:

Wendy Glasgow Winters, *Dean of the College*

*Freshman Class*, Catherine H. Smith

*Sophomore Class*, Patricia Crockett Olmsted, *Associate Dean for Intercollegiate Study*

*Junior and Senior Classes*, Thomas H. Lowry

RESIDENCE & GENERAL WELFARE OF STUDENTS:

James R. Tewhey, *Associate Dean for Student Affairs*

HEALTH OF STUDENTS: Dr. Joan E. Morgenthau, *College Physician*

PAYMENT OF BILLS: Robert L. Ellis, *Treasurer*

TRANSCRIPTS & RECORDS: Yvonne Freccero, *Director of Institutional Research and Registrar*

DEVELOPMENT: Charlotte B. Heartt, *Director*

PUBLIC RELATIONS: Ann E. Shanahan, *Director*

CALENDAR: Mary E. McDougale, *Secretary of the College*

SCHOOL FOR SOCIAL WORK: Katherine Gabel, *Dean of the School*

ALUMNAE AFFAIRS: Gertrude R. Stella, *Executive Director, Alumnae Association*

ALUMNAE REFERENCES: Barbara Reinhold, *Director of the Career Development Office*

Visitors are always welcome at the College. Student guides are available for conducting tours of the campus. Appointments should be made in advance through the Office of Admission.

Candidates for admission and pre-college students are urged to make appointments in advance with the Office of Admission and, if they are interested in scholarship and self-help opportunities, with the Director of Financial Aid. The Office of Admission schedules appointments for interviews from 9:00 A.M. to 3:30 P.M. Monday through Friday, and during the first semester from 9:00 A.M. to 12:00 NOON on Saturday.

Administrative offices are open Monday through Friday from 8:30 A.M. to 4:30 P.M. during the academic year. In the summer, offices are open from 8:00 A.M. to 4:00 P.M. At other times, including holidays, office staffs are available only if an appointment is made in advance.



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1983

1984

1985

JULY							JANUARY							JULY							JANUARY						
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## COLLEGE CALENDAR, 1983-84

The calendar for the academic year consists of two semesters separated by a three-week interterm in January. Each semester allows for thirteen weeks of classes followed by approximately three days for pre-examination study and a four-day examination period.

### FIRST SEMESTER

THURSDAY, SEPTEMBER 1, 10:00 A.M.	Houses Open for Freshmen
THURSDAY, SEPTEMBER 1, 7:30 P.M.	Freshman Class Meeting
FRIDAY, SEPTEMBER 2, 9:00 A.M.	Freshman Class Meeting
MONDAY, SEPTEMBER 5, 12:00 NOON	Houses Open for Upper Classes
TUESDAY, SEPTEMBER 6, 7:30 P.M.	Opening Convocation
WEDNESDAY, SEPTEMBER 7, 8:00 A.M.	Classes begin
WEDNESDAY, SEPTEMBER 7.	
SUNDOWN-THURSDAY, SEPTEMBER 8 ( <i>no classes</i> )	Rosh Hashanah observance
MOUNTAIN DAY ( <i>holiday</i> )	To be announced by the President
FRIDAY, OCTOBER 14, 4:10 P.M.-	
WEDNESDAY, OCTOBER 19, 8:00 A.M.	Autumn Recess
MONDAY, NOVEMBER 14-	
FRIDAY, NOVEMBER 18	Course Registration for the Second Semester
TUESDAY, NOVEMBER 22, 5:10 P.M.-	
MONDAY, NOVEMBER 28, 8:00 A.M.	Thanksgiving Recess
TUESDAY, DECEMBER 13	Last Day of Classes
WEDNESDAY, DECEMBER 14-	
THURSDAY, DECEMBER 15	Pre-examination Study Period
FRIDAY, DECEMBER 16.	
MONDAY, DECEMBER 19-	
WEDNESDAY, DECEMBER 21	Midyear Examinations
WEDNESDAY, DECEMBER 21, 4:30 P.M.-	
WEDNESDAY, JANUARY 4, 8:00 A.M.	Winter Recess

### INTERTERM PERIOD

WEDNESDAY, JANUARY 4-TUESDAY, JANUARY 24

### SECOND SEMESTER

TUESDAY, JANUARY 24, 7:30 P.M.	All-College Meeting
WEDNESDAY, JANUARY 25, 8:00 A.M.	Classes begin
WEDNESDAY, FEBRUARY 22	Rally Day
FRIDAY, MARCH 16, 4:10 P.M.-	
MONDAY, MARCH 26, 8:00 A.M.	Spring Recess
MONDAY, APRIL 16-FRIDAY, APRIL 20	Course Registration for the First Semester of 1984-85
WEDNESDAY, MAY 2	Last Day of Classes
THURSDAY, MAY 3-SUNDAY, MAY 6	Pre-examination Study Period
MONDAY, MAY 7-THURSDAY, MAY 10	Final Examinations
SUNDAY, MAY 20	Commencement

## THE BOARD OF TRUSTEES

JILL KER CONWAY, PH.D., LL.D., D.LITT., ED.D., L.H.D., *President* Northampton

*Term*

*expires*

1984	DORI BERINSTEIN, A.B.	Los Angeles, California
1984	CHARLES BLITZER, PH.D.	Washington, D.C.
1984	JEANNE DE BOW BRUGGER, A.M.	Wayne, Pennsylvania
1984	JOAN FLETCHER LANE, A.B., <i>Chairman</i>	Atherton, California
1984	NELL COCHRANE TAYLOR, M.A.	Mount Kisco, New York
1985	STEPHANIE LEIDER, A.B.	Newport Beach, California
1985	WILLIAM EDWARD LEUCHTENBURG, PH.D.	Chapel Hill, North Carolina
1985	SALLIE VAN NORDEN MCCLURE, A.B.	Kenilworth, Illinois
1986	ROBERT R. DOUGLASS, LL.B.	New York City
1986	SHEILA SWEENEY EVANS, A.B.	Cohasset, Massachusetts
1986	MEG GREENFIELD, A.B.	Washington, D.C.
1986	PHOEBE REESE LEWIS, A.B.	Milwaukee, Wisconsin
1986	CHARLOTTE REINHOLD LORENZ, A.B.	Houston, Texas
1986	EUPHEMIA HARE STEFFEY, A.B., <i>Vice-Chairman</i>	Pittsburgh, Pennsylvania
1987	THEODORE F. BROPHY, LL.B.	Stamford, Connecticut
1987	MARY L. HIDDEN, A.B.	Boston, Massachusetts
1987	JEAN SOVATKIN PICKER, A.B., LL.D. (HON.)	New York City
1987	S. BRUCE SMART, JR., M.S., <i>Vice-Chairman</i>	Stamford, Connecticut
1987	DAVID W. WALLACE, J.D.	Greenwich, Connecticut
1988	MARILYN C. NELSON, A.B.	Long Lake, Minnesota
1988	JERRIE MARCUS SMITH, A.B.	Dallas, Texas

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ERICA BIANCHI-JONES, A.B., *Secretary* Northampton

ROBERT LEE ELLIS, M.B.A., *Treasurer* Northampton



## THE BOARD OF COUNSELORS

*Term  
expires*

1984	JAMES S. MARSHALL, M.D.	Cleveland, Ohio
1984	MARGARET DEVINE MOORE, A.B.	Greenwich, Connecticut
1984	NANCY GORDON ZAROWIN, S.M.M.	Rowayton, Connecticut
1985	JEAN COE AGER, A.B.	Aurora, Ohio
1985	VICTORIA CHAN-PALAY, PH.D., M.D.	Concord, Massachusetts
1985	JOYCE R. STRINGER, M.S.W.	Chamblee, Georgia
1986	ESTELLE GLATT SOSLAND, A.B.	Kansas City, Missouri
1986	PARMELEE WELLES TOLKAN, A.B.	New York City
1986	ESTHER BOOTH WILEY, A.B.	Summit, New Jersey
1987	PHOEBE HADDON NORTHCROSS, A.B., J.D.	Philadelphia, Pennsylvania
1987	KATHLEEN COMPTON SHERRERD, A.B., <i>Chairman</i>	Bryn Mawr, Pennsylvania
1988	MARGARET ELLEN GARY, M.DIV.	Saint Louis, Missouri
1988	ELEANOR THOMAS NELSON, A.B.	Weston, Massachusetts
1988	ELIZABETH AUB REID, M.D.	Cambridge, Massachusetts

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MARY E. McDOUGLE, A.M., *Secretary*

Northampton

## THE CURRICULUM

The curriculum and Faculty of the College form an almost inseparable entity and, together with able students, constitute the essential elements of the College. Even though these elements change and the curriculum is revised and adjusted accordingly, we continue to believe in the goals of a liberal arts education. The student may pursue a liberal arts education by taking courses in the major fields of knowledge:

*Literature*, either in English or some other language, because it is a major form of aesthetic expression, contributes to our understanding of human experience, and plays a central role in the development of culture;

*Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy, and theatre, because they provide a perspective on the development of human society and culture and detach us from the parochialism of the present;

*Social science*, because it offers a systematic and critical inquiry into human nature, social institutions, and human relationships;

*Natural science*, because of its methods, its contribution to our understanding of the world around us, and its significance in modern culture;

*Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;

*The arts*, because they constitute the media through which man has sought, through the ages, to express his deepest feeling and values; and

*A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture, and makes possible communication outside one's own society.

*Exercise and sport studies* are recommended for recreation, health, and the opportunity to develop skills that may enrich one's future life.

The diversity of student interests, aptitudes, and backgrounds, the range and variety of the curriculum, and the rapidity of change in knowledge and ways of learning make it difficult, if not impossible, to prescribe a detailed and complete course of study which would implement these goals and be appropriate for every student. The requirements for the degree are therefore quite general and allow much flexibility in the design of a course of study leading to the degree.

### REQUIREMENTS FOR THE DEGREE

The requirements for the Bachelor of Arts degree from Smith College are the completion to a specified standard of 32 semester courses of academic work (128 semester hours); nine to 12 of these courses must be chosen to satisfy the requisites of the major field; 16 courses must be outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 (C) in all academic work and a minimum average of 2.0 (C) in the senior year.

Candidates for the degree must complete at least two years of academic work, normally 64 semester hours of credit, in residence at Smith College in Northampton; one of these must be either the junior or senior year.

### COURSE PROGRAMS

#### REGULAR COURSE PROGRAMS

The normal course load consists of four full courses taken in each of eight semesters. Only with the approval of the Administrative Board may a student complete her degree requirements in fewer or more than eight semesters.

The minimum course load in any semester is three full courses (12 semester course credits) taken for regular letter grades.

Major programs are offered in all departments except Dance and Exercise and Sport Studies. There are, in addition, interdepartmental majors in American Studies, Ancient Studies, Biochemistry, Comparative Literature, Computer Science, and Medieval Studies.

A student's program requires from nine to 12 regular semester courses in a departmental major and 16 semester courses outside the major department. The remainder of the program, usually four to seven semester courses, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by at least two departments, subject to the approval of the Committee on Academic Policy.

A student may complete the requirements of two departmental majors and have both indicated on her record.

#### ACCELERATED COURSE PROGRAMS

Students having a cumulative average of 3.0 (B) may request permission from the Administrative Board to complete the requirements for the degree in six or seven semesters. Petitions must be filed with the Class Dean at least two semesters before the expected date of graduation. Four semesters, including two of the final four semesters of degree work, must be completed in residence at Smith College in Northampton. Up to 12 semester hours of summer school credit may be counted toward the degree. A maximum of one year's credit (32 semester hours) may be accumulated toward the degree through a combination of Advanced Placement and summer school credit.

#### HONORS PROGRAM

A Departmental Honors Program allows a student with strong academic background to work with greater independence and in greater depth in the field of her major. The program allows for flexibility in the planning and execution of the major and, at the same time, gives recognition to students who do work of high quality in the preparation of a thesis and in courses and seminars.



## THE CURRICULUM

Each department has a Director of Honors, schedules its own honors programs, and sets its own conditions for admission. Some programs commence in the second semester of the sophomore year, others as late as the end of advising week of the second semester of the junior year. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental Director of Honors.

For admission to the honors program a student submits an application to the departmental Director of Honors. The Director forwards the application, together with the recommendation of the department, to the Committee on Academic Policy for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the Committee on Academic Policy for final approval.

A prospective honors student should provide evidence of a strong academic background and ability to work independently at the level expected in the program.

### SMITH SCHOLARS PROGRAM

The Smith Scholars Program provides a framework within which highly motivated and talented students are allowed to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines, and those who have the ability to translate experience gained in work done outside the College into academic terms.

A student may apply for admission to the program at any time between December 1 of her sophomore year and April 1 of her junior year. The student submits to the Committee on Academic Policy a statement of her program and project, two supporting recommendations from instructors who have taught her in class, and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s), and the Committee.

Advisers are expected to submit to the Committee, each semester, evaluations of the student's progress. The Committee will review these evaluations and may ask a student to withdraw from the Smith Scholars Program and resume a normal course program if the special project is not progressing well.

Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play, or some combination of these.

The student's record, for the period she is in the program, will include grades in whatever courses she has taken, her advisers' evaluation of her performance, and the Committee's recommendation with respect to her degree.

### INDEPENDENT STUDY

Juniors and seniors, with the approval of their department(s) and the Committee on Academic Policy, may be granted a maximum of one semester's credit for independent study. Normally this study will be pursued on the Smith campus under the supervision of members of the department(s) concerned.

With the approval of their department(s) and the Committee on Academic Policy, students may be granted a maximum of eight hours credit for off-campus work and study. The project must be directly related to the student's academic program and be supervised and evaluated by members of the department(s) concerned.

The deadline for submission of proposals for independent study is December 1 for a second-semester program and May 1 for a first-semester program.

### ELECTION OF COURSES

Each student is expected to be familiar with all regulations governing the curriculum and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

### SEMESTER COURSE LOAD

The normal course load is four full courses taken in each of eight semesters at Smith. The minimum course load in any semester is three full courses (12 semester course credits) taken for regular letter grades.

The option to take less than the normal four-course program in a semester is limited by the following restrictions:

A student studying in a Smith College Junior Year Abroad Program is required to carry a course load of at least 32 credit hours for the academic year.

Introductory-level courses in performance in the Department of Music and Department of Exercise and Sport Studies, which are counted as half-courses, *must be taken above a regular four-course program each semester.*

Advanced Placement credit or summer school credit may be used to supplement a minimum three-course load or to make up a shortage of hours.

### GRADING OPTIONS

A course may be taken for a Satisfactory/Unsatisfactory grade, providing:

- 1) the instructor approves the option;
- 2) the student declares the grading option by the end of the fourth week of classes (Tuesday, October 4, in the first semester, and Tuesday, February 21, in the second semester);

## THE CURRICULUM

- 3) the student is carrying three courses for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the Satisfactory/Unsatisfactory grading option for one course out of every eight which she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester.)

Satisfactory is equivalent to a C-minus or better grade.

Within the 32 semester courses required for the degree, a maximum of four courses (Smith or other Five College) may be taken for credit with the Satisfactory/Unsatisfactory grading option. No more than one course (Smith or other Five College) may be taken for credit with the Satisfactory/Unsatisfactory or Pass/Fail grading option in any one semester.

### CHANGES IN COURSE REGISTRATION

*During the first ten class days* (up to Wednesday, September 21, in the first semester, and Tuesday, February 7, in the second semester) a student may *drop or enter* a course with the approval of the adviser.

*After the first ten class days:*

A. A student may *enter* a course no later than September 30 in the first semester or February 15 in the second semester with the permission of the instructor, the adviser, and the Class Dean.

B. A student may *drop* a course up to 20 class days before the last day of classes (Thursday, November 10, in the first semester, and Wednesday, April 4, in the second semester):

- 1) after consultation with the instructor;
- 2) with the approval of the adviser and the Class Dean;
- 3) provided that at least three other courses are being carried for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

A course dropped prior to the last 20 days will not appear on the student's permanent record.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first ten class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin board at the beginning of each semester.

### FINES FOR LATE REGISTRATION AND LATE COURSE CHANGES

1) A student who has not registered for courses by the end of the first ten class days of a semester will be fined \$25.00 payable at the time of registration. If she has not completed registration by the end of six weeks, she will be required to withdraw.



2) If a student is permitted to make a course change after the published deadlines, she will be charged \$5.00 for each change, the fine to be paid before the course change is made.

## ADMISSION TO COURSES

### *Permissions*

Admission to certain courses as indicated in the course descriptions requires permission of the instructor and/or the Chair of the department.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the Chair of the department in which the course is offered.

Permission by petition to the Administrative Board is required to enter or drop a year course at midyear. The petition must be submitted to the instructor of the course and the Chair of the department concerned before it is filed with the Class Dean.

### *Seminars*

Seminars are open, by permission of the instructor, to juniors and seniors only. Seminars are limited to 12 undergraduate students. If graduate students are admitted, the seminar may total 14 students. Seminars conducted by more than one faculty member may include up to a total of 16 graduate and undergraduate students. If enrollment exceeds this number, the instructor will select the best qualified applicants.

### *Special Studies*

Permission of the instructor and the Chair of the department concerned is required for the election of Special Studies. Special Studies are normally open only to qualified juniors and seniors.

### *Auditing*

A matriculated student may audit a course on a regular or occasional basis if space is available and the permission of the instructor is obtained.

## SHORTAGE OF HOURS

A shortage of hours incurred through failure or by dropping a course may be made up by an equivalent amount of work carried above the normal four-course program or with Advanced Placement credit or with approved summer school courses accepted for credit toward the Smith College degree.

A student enters her senior year after completion of a minimum of six semesters and attainment of 24 semester courses (96 hours) of Smith College or approved transfer credit.

## THE CURRICULUM

### ADVANCED PLACEMENT

With the approval of the Administrative Board, advanced placement credit may be used to allow students to carry the minimum three-course load, or to make up a shortage of hours, or to undertake an accelerated course program. A maximum of one year (32 semester hours) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more hours of Advanced Placement credit may apply for sophomore standing.

### SUMMER SCHOOL CREDIT

Up to a maximum of twelve hours of credit earned in approved summer school courses may be counted for the degree. With the approval of the Administrative Board, the credit may be used to allow students to carry the minimum three-course load, or to make up a shortage of hours, or to undertake an accelerated course program.

### ACADEMIC STANDING

A student is in good academic standing so long as she is matriculated at Smith and is considered by the Administrative Board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

### ACADEMIC PROBATION

A student whose academic record is below 2.0 (C) level either cumulatively or in a given semester will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her parents, and her academic adviser. Instructors of a student on probation are asked to make academic reports to the Deans' offices during the period of probation. The Administrative Board will review a student's record at the end of the following semester to determine whatever action is appropriate. The Administrative Board may require such a student to change her course program, to complete summer study, or to withdraw from the College.

### STANDARDS FOR SATISFACTORY PROGRESS

A student is not making satisfactory progress toward the degree if 1) she remains on academic probation for more than two consecutive semesters, 2) her record indicates more than an eight-hour shortage for more than two consecutive semesters, or 3) her cumulative record falls below 2.0 (C).

### SEPARATION FROM THE COLLEGE

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the College upon the recommendation of this action to the President by the Administrative Board, the Honor Board, or the Judicial Board. Any student

who has not registered for courses by the end of the sixth week of classes will be withdrawn from College. There will be no refund for tuition or room rent.

### THE AGE OF MAJORITY

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The College communicates directly with students in matters concerning grades, academic credit, and standing.

However the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the College to notify both the student and her parents in writing of probationary status, dismissal, and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the Registrar of the College in writing, with supporting evidence satisfactory to the College, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally College policy to respect the privacy of the student and not to disclose information from student education records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

### LEAVES, WITHDRAWAL, AND READMISSION

#### LEAVES OF ABSENCE AND ABSENCE FROM CAMPUS

A student in good standing who wishes to be away from the College for personal reasons, or to attend another college or university, may take a leave of absence for a first semester or for a full academic year. A request for a leave of absence must be filed with the student's Class Dean before March 15 of the year preceding the leave. A student who decides after March 15 and prior to June 30 to be away for the succeeding year or semester may request a leave of absence but will forfeit her room deposit fee (\$200).

A student in good standing who wishes to complete her senior year at another undergraduate institution must petition the Administrative Board. The petition must include a plan for the satisfactory completion of the requirements of the major, and a recommendation from the department of the major.

A student who is absent from College for more than six weeks in any semester in which she is registered may not receive credit for the work of that semester.

#### MANDATORY MEDICAL LEAVE

The College may require the withdrawal of any student who, in the opinion of the College Physician or Coordinator of the Student Counseling Service, has any illness or condition which might endanger or be damaging to the health or welfare of herself or any member of the college community or which illness or condition is such that it



## THE CURRICULUM

cannot be effectively treated or managed while the student is a member of the college community.

### WITHDRAWAL AND READMISSION

A student who plans to withdraw from the College should notify the Class Dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded.

A student who has withdrawn from Smith College may apply to the Administrative Board for readmission. Application for readmission in September should be sent to the Registrar before March 1; for readmission in January, before December 1.

In general, students who have withdrawn from college at the end of the first semester will be permitted to return only at the beginning of the second semester of a subsequent year.

### SPECIAL ACADEMIC PROGRAMS

Students who participate in the Smith College Junior Year Abroad Program and other Affiliated Study Abroad Programs listed on p. 19 are not considered on leave of absence. However, the year elsewhere does not count towards the required two years in residence in Northampton.

#### SMITH COLLEGE JUNIOR YEAR ABROAD PROGRAMS

The Smith College Junior Year Abroad programs provide students in a wide variety of disciplines the opportunity for study and research in foreign countries. There are four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence), and Switzerland (Geneva). The programs are planned to afford as rich an experience as possible to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students a mature awareness of values and an understanding of our own country's relation to issues which confront the world today. Opportunities to enjoy the music, art, and theatre of each country are provided; meetings are arranged with outstanding scholars, writers, and leaders. During the academic year some students reside with local families; others live in student dormitories or, when available, in other approved housing. During vacations students are free to travel, although by special arrangement in some programs they may stay in residence if they prefer. The programs are year programs; students are not accepted on a semester basis.

Each program is directed by a member of the Smith College Faculty authorized to serve as the official representative of the College. The Directors oversee the academic programs and the general welfare of the students. Details of group procedures are worked out with student committees, the social regulations in each case adapted to the customs of the country. The supervision of the Director ends with the close of the academic year. During vacations the College assumes no obligations toward participants in the Junior Year Abroad programs.

Each year a group of students with strong academic records and with sufficient language training is selected, from those who apply, to spend the year abroad. All interested students should seek advice, beginning in the freshman year, concerning the best sequence of courses in the language of the country in which they wish to study. The minimum language requirement is normally two years of college language study. An Honors candidate should consult the Director of Honors in her department before applying to go abroad. In some departments students who spend the junior year abroad may apply for admission to the Honors program at the beginning of the senior year.

Applications must be filed with the Committee on Study Abroad by February 1. Applications from students in colleges other than Smith must be accompanied by a non-refundable fee of \$25. The selection of members for each group is determined by a special faculty committee. Members of the group must meet the health requirements set by the College Physician.

For 1983-84 the comprehensive fee covering tuition, room, and board is \$11,830 for the programs in Florence, Hamburg, and Paris. For the Geneva program the comprehensive fee for tuition and room is \$9,960, and meal costs are assumed by the student. Travel and incidental expenses vary according to individual tastes and plans. A deposit of \$200, payable within 30 days by students who have been provisionally accepted, is credited on the second-semester bill and is not refunded unless written notice of withdrawal from a group is received before May 15. Payment for the first semester should be made by August 16; for the second semester, by January 2. Checks should be sent to the Controller of Smith College, Northampton, Massachusetts 01063. It is the policy of the College, in case of a student's withdrawal from a Junior Year Program, to refund only those payments for board and room subject to cancellation by the Director. Tuition charges for the year are not refundable.

Participants are required to carry health insurance appropriate for the program on which they will participate. Information on health insurance requirements, plans, and fees is available through the Treasurer's Office. Neither the College nor the Director accepts any responsibility for personal injury to members of a group or for damage to or loss of property.

### *Florence*

The year in Florence begins with a month of intensive work in the Italian language. Classes in art history, literature, and history are also given to prepare students for the more specialized work of the academic year. In October the students are fully matriculated at the University, together with Italian students. Students may elect courses offered especially for Smith by University professors, as well as the regular University courses. Thus a great variety of subjects is available. In addition to the traditional courses in art history, literature, and history, other fields of study include music, religion, government, philosophy, and comparative literature. The students live in private homes chosen by the College. The minimum language requirement is normally two years of college Italian.

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### *Geneva*

The Junior Year in Geneva is international in orientation. The program offers unique opportunities to students of government, economics, economic history, European history, international law, anthropology, psychology, American Studies, history of art, and religion. Students are fully matriculated at the University of Geneva and enjoy the privilege of taking courses also at its associated institutes where the present and past role of Geneva as a center of international organizations is consciously fostered. The international character of studies at Geneva is also reflected in the availability of courses in comparative literature. By pursuing a limited number of courses in American Studies at Geneva, qualified American undergraduates can find a unique opportunity, in the company of European students, of seeing their own culture in a comparative perspective. Other exceptional opportunities include the faculty of psychology and education which continues the work of Jean Piaget, the rich holdings of the museums of Geneva in Western and oriental art, as well as a distinguished range of course offerings in theology and the study of classical antiquity.

Students in the program attend a preliminary session of intensive training in language at Paris (from early September until mid-October), supplemented by excursions in and around the city. The academic year at Geneva begins late in October and continues until early July. Since classes at Geneva are conducted in French, students are expected to have an excellent command of the language. Normally, the minimum language requirement is two years of college French.

### *Hamburg*

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from mid-April to mid-July) separated by a two-month vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, and excursions to other parts of interest in Germany. During the academic year the students are fully matriculated at the University of Hamburg. They attend the regular courses offered by the University and special tutorials coordinated with the course work. The program is open to students with almost any major field of study, and a wide variety of courses is available: art (studio and history), biology, history, mathematics, music history, philosophy, physics, psychology, religion, and sociology. The minimum language requirement is normally two years of college German.

### *Paris*

The program in France begins in Aix-en-Provence, where a five-week period is devoted to intensive work in the language, supplemented by courses, lectures, and excursions to several Provençal sites and to the Riviera. In mid-October, at the opening of the French academic year, the group goes to Paris where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the French University; for example,



art history at the Institut d'Art et D'Archéologie; studio art at the Ecole des Beaux Arts; government or economics at the Institut d'Etudes Politiques; history, literature, philosophy, religion, and many other subjects at the Sorbonne (Paris IV). Courses in such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students, sometimes in conjunction with lectures at the Collège de France or the Ecole des Hautes Etudes. The students live in private homes selected by the College.

### AFFILIATED STUDY ABROAD PROGRAMS

In addition to the College's four programs listed above, students may participate in any of several other programs with which the College has some formal affiliation.

#### *Programa de Estudios Hispánicos en Córdoba*

Smith College is one of seven institutions affiliated with the Programa de Estudios Hispánicos en Córdoba in Spain. Cordoba is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the 8th and 9th centuries, the intellectual vigor of Western thought in later centuries, and the social and political movements of the 19th and 20th centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult Erna Kelley, Department of Spanish and Portuguese, or Patricia Olmsted, the Executive Secretary of the Committee on Study Abroad. Applications are due no later than February 1.

#### *The Junior Year in Leicester, England*

A limited number of qualified students majoring in sociology may spend their junior year at the University of Leicester in England. They live in university halls of residence and follow the regular program of lectures, seminars, and tutorials required of sociology students at Leicester. A member of the University's faculty serves as adviser to Smith College students.

#### *The Junior Year in Sussex, England*

Each year the College is authorized to nominate two Smith students, one of whom must be an American Studies major, to attend the University of Sussex in England. These students are matriculated directly into the University, live in the University residences, and follow a regular University course program.

Interested students should consult with Donald Robinson, the Director of American Studies, or with Patricia Olmsted, the Executive Secretary of the Committee on Study Abroad.

#### *Intercollegiate Center for Classical Studies in Rome*

Smith College is one of a number of American colleges and universities to participate in this Center. Qualified majors in classics, ancient studies, and art history may spend one semester of their junior (or, in some cases, sophomore) year at the Center

## THE CURRICULUM

and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips through Italy and Greece. The faculty of the Center is composed of members of the faculties of the participating institutions. Instruction is in English.

Admission to the program is limited to students who have a cumulative average of B. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek. The fee of approximately \$4,000 includes tuition, room, and board at the Center, the major share of costs for trips outside Rome, and ordinary medical services. The expense of additional travel and the return to the United States is approximately \$1,200. Scholarship assistance from the Center is available.

Interested students should consult Charles Henderson, Department of Classical Languages and Literatures, and Patricia Olmsted, the Executive Secretary of the Committee on Study Abroad, as early as possible.

### *Cooperative Russian Language Program*

Through its affiliation with the Council on International Educational Exchange, Smith College students who have the requisite language background, normally a minimum of two years of college-level Russian, may apply for a semester or year's study at Leningrad State University. Interested students should consult with Alexander Woronzoff, Department of Russian Language and Literature, and with Patricia Olmsted, the Executive Secretary of the Committee on Study Abroad.

### *The Associated Kyoto Program*

The College is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two twelve-week semesters; thus there is ample time for independent study and for travel to other parts of Japan and East Asia. Students should submit proposals to the Committee on Study Abroad no later than February 1. Interested students should consult Taitetsu Unno, Department of Religion and Biblical Literature, or Patricia Olmsted, the Executive Secretary of the Committee on Study Abroad.

### *Fudan University, Shanghai, China*

The College participates in a one-to-one student exchange with Fudan University in Shanghai. Interested students should consult with Daniel Gardner, Department of History, or Steven Goldstein, Department of Government. Applications must be submitted to the Committee on Study Abroad by February 1.

### *Independent Study Abroad*

Students who wish to study abroad in programs other than those described above or who independently gain admission to a foreign university should consult Patricia

Olmsted, the Executive Secretary of the Committee on Study Abroad, concerning procedures for leaves of absence and evaluation of transfer credit. Applications for provisional approval by the Committee on Study Abroad should be submitted no later than February 1. The minimum requirements for Committee approval are an overall 3.0 (B) average and normally at least one year of the language of the country in which the program or university is located.

### OTHER STUDY PROGRAMS

#### *Study at Historically Black Colleges*

Interested students may apply for a year's study, usually in the junior year, at one of the following institutions: Howard University, North Carolina Central University, Spelman College, and Tougaloo College. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the Class Dean. Application forms are available in the Class Deans Office and must be filed by March 1 preceding the year away from Smith College.

#### *Twelve College Exchange Program*

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. The exchange is open to a limited number of students and is intended primarily for the junior year. Only in exceptional cases will requests for a one-semester exchange be approved. Normally students participating in the program may not transfer to the host institution at the end of their stay there.

One-semester programs associated with the Twelve College Exchange are the National Theatre Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social, and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the Class Dean.

Application forms are available through the Class Deans Office.

#### *Pomona-Smith Exchange*

The College participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average are eligible. Applications are available in the Class Deans Office.



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### *Semester in Washington Program*

The Department of Government offers the Semester in Washington Program during the first semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on p. 134.

### *Interterm*

The January interterm may be a period for reading, research, or concentrated study for both students and faculty. Faculty, students, or staff may offer instruction or seminars or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the language laboratory, practice rooms, and sport facilities will remain open; research laboratories, art studios, and other facilities will remain open at the discretion of the departments concerned. Students may enroll in interterm courses offered at other Five College institutions. This period provides time for work in libraries, museums, and laboratories at locations other than Smith College.

*No course credit is given for work done during this period, at Smith or elsewhere.*

### THE DUAL DEGREE PROGRAMS IN LIBERAL ARTS AND ENGINEERING

The Smith College Dual Degree Programs in Liberal Arts and Engineering, in conjunction with the University of Massachusetts School of Engineering, offer a unique opportunity for the integration and concurrent study of courses in liberal arts and engineering. Smith's Programs offer either a comprehensive five-year curriculum leading to the Smith A.B. and the University B.S. in engineering, or a course of study leading to the Smith A.B. and the University of Massachusetts M.S. The M.S. degree from the University usually will require 1½-2½ years of study beyond graduation from Smith. Alternately, a student can simply incorporate engineering courses into her Smith program, without seeking a second degree.

The student must complete all the usual requirements for a Smith A.B. degree. Ordinarily, she chooses a major in a field of scientific study that complements her engineering interests. In the second or third year, a balance of liberal arts and engineering courses will be developed in close conjunction with the program advisers at both Smith and the University.

The School of Engineering offers majors in Chemical, Civil, Electrical and Computer, and Mechanical Engineering, and in Industrial Engineering/Operations Research. There are programs in each of these departments leading to more intensive study in such areas as the environment, alternative energy sources, management, and health care delivery.

In 1983-84 Elizabeth Ivey will be the academic adviser at Smith for these programs.

## FIVE COLLEGE COOPERATION

Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources.

A student in good standing may take a course without additional cost at any of the other institutions if the course is appropriate to the educational plan of the student. Approval must be obtained from the student's adviser and Class Dean. Permission of the instructor at other campuses is required if it is required for students of the institution at which the course is offered.

Application forms to elect a course at one of the other four colleges may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester, a period which occurs at least six weeks prior to the beginning of the semester. Current catalogues of the other institutions are available at the Loan Desk in Neilson Library, in the Class Deans Office, the Office of the Registrar, and the houses. Free bus transportation to and from the institutions is available for Five College students.

Five College Courses are those taught by Five College Faculty Appointees. These courses are listed on p. 214 in this catalogue. Cooperative courses are taught jointly by faculty members from several colleges and are usually approved and listed in the catalogues of those colleges with participating faculty members. The same application forms and approvals apply to Five College Courses and Cooperative Courses.

Students taking a course at one of the other colleges are, in that course, subject to the academic regulations, including the calendar, deadlines, and academic honor systems, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including expected dates of examinations and final grades. Regulations governing changes in enrollment in Five College Courses are posted on the official bulletin boards at the beginning of each semester. Inquiries should be addressed to the Registrar at the appropriate institution.

*Ph.D. Program*

Under a cooperative Ph.D. program, the degree is awarded by the University of Massachusetts, but the work leading to the degree may be taken in the various institutions. Students interested in this program should consult Alan Marvelli, Director of Graduate Study, the Smith representative to the University of Massachusetts Graduate Council.

*HILC and WFCR*

The oldest of the Five College cooperative ventures is the Hampshire Inter-Library Center (HILC). For 25 years the Center maintained a separate collection of research materials. These materials have been dispersed among the five member libraries. The present and continuing emphasis of the Center is on the sharing and

## THE CURRICULUM

enhancement of the total resources and services of the Five College libraries, which are freely available to all members of the five institutions. The FM radio station (WFCR 88.5) is likewise a legal entity, controlled by the Western Massachusetts Broadcasting Council, Inc., which is made up of representatives of the cooperating institutions and of the community. Other cooperative activities, designed to give added strength to each individual institution, include joint Astronomy and Dance Departments, a Film Center, and a common calendar of lectures and concerts on all the campuses.



## COURSES OF STUDY, 1983-84

### EXPLANATION OF SYMBOLS AND ABBREVIATIONS

Courses are classified in five grades indicated by the first digit in the course number: 100, Introductory; 200, Intermediate; 300, Advanced; 400, Graduate, open to qualified undergraduates; 500, Undergraduate Honors Thesis.

An "a" after the number of a course indicates that it is given in the first semester; a "b," that it is given in the second semester. A "c" indicates a summer seminar given abroad. A "d" indicates an intensive language course. Where no letter follows the number of the course, the course is a full year course, and credit is not given for a single semester.

Unless otherwise indicated, all year courses carry eight hours credit; all semester courses, four hours.

[ ] Courses in brackets will be omitted during the current year.

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart on p. 333), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

Dem. indicates demonstration; lab., laboratory; lec., lecture; sect., section; dis., discussion.

( ) A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.

(E) An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice.

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

†absent for the year

\*absent for the first semester

\*\*absent for the second semester

§Director of a Junior Year Abroad

<sup>1</sup>appointed for the first semester

<sup>2</sup>appointed for the second semester

The Departments of Dance and Theatre use an "L" to designate that enrollment is limited and a "P" to indicate that permission of the instructor is required.

## AFRO-AMERICAN STUDIES

ASSOCIATE PROFESSORS: JOHN C. WALTER, PH.D., *Acting Chair*,  
*Second Semester*  
\*\*JOHNNELLA E. BUTLER, ED.D., *Chair*

ASSISTANT PROFESSORS: CAROLYN JACOBS, PH.D.  
ALICE J. SMITH, PH.D.

An intermediate course in Afro-American Studies and permission of the instructor are requirements for entering seminars. Students majoring in Afro-American Studies must take either the introductory course offered for the Five College Black Studies major, or 101a or b. Students planning to major or to enter the honors program in the department are advised to take courses in one or more of the following fields: English, government, history, music, sociology.

- 101a. [101b] *Introduction to Black Studies*. An introduction to the multidisciplinary field of Black Studies, the social, political, cultural, and economic experience of black people, focusing on the United States. Writing and research methods emphasized. M 9:20-11:10, T 9:20. Johnnella Butler.
- 200a *Survey of Afro-American Literature: 1760 to the Present*. A chronological survey of Afro-American literature in all genres from its beginnings to the present day to show the evolution of Afro-American writing as literary art, to lead the student to a comprehension of the historical context of the Afro-American literary expression, and to aid the student toward gaining an understanding of the aesthetic criteria of Afro-American literature. M 11:20, T 10:20-12:10. Johnnella Butler.
- 212a *Culture and Class in the Afro-American Family*. Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to the influence of historical, cultural, structural, and class variables on contemporary Afro-American families, using current research, family cases, and implications of public policy. W 9:20, F 9:20-11:10. Carolyn Jacobs. (E)
- 213b *Ethnic Minorities in America*. Same as Sociology and Anthropology 213b.
- [216a *Afro-American Political Thought and Culture (colloquium)*. A study of Afro-American political culture and protest ideologies in the twentieth century. Special emphasis on the contemporary period, 1945 to the present. An analysis of the political institutions established by black Americans, the role of Black Power politics. Th 3:10-5. John Walter.]
- 217a *History of the Afro-American Woman and the Feminist Movement, 1803-Present*. The essential concerns of white feminists and those of Afro-American women. Points of convergence and differentiation and reasons for the association or dissociation between the two groups of women from 1830 to the present. Contemporary tentative attempts between these groups for coalescence. W 11:20, Th 10:20-12:10. John Walter.
- 218a *Urban Sociology*. Same as Sociology and Anthropology 218a.
- [225a *Government and Politics of Sub-Saharan Africa*. Same as Government 225a.]
- [231b *Africa: A Continent in Crisis*. Same as Sociology and Anthropology 231b.]

## AFRO-AMERICAN STUDIES

- [237a *Comparative Black Poetry*. Modern and contemporary poetry from several black cultures and perspectives. The poetry of some African countries studied in translation as well as Afro-American poetry and samples from the Caribbean and South American black poets. W 2:10-4 and one hour to be arranged. Johnella Butler.]
- 237b *Major Black Writers: Fiction*. Survey of Afro-American fiction with concentration on the novel. T 10:20-12:10, W 10:20.
- 240a *Philosophy and Women*. Same as Philosophy 240a.
- 270a *The History of the South since the Civil War*. Topics include Reconstruction and its aftermath, the Populist revolt, disfranchisement and segregation, the impact of depression and war, desegregation and the struggle for civil rights. T 10:20-12:10, W 10:20. John Walter.
- [277b *The Jazz Age*. An interdisciplinary study of the Afro-American and Anglo-American currents that flowed together in the Roaring Twenties. The politics of "normalcy," the economics of margin, the literature of indulgence and confusion, the transformation of race relations, and the cultural influence of jazz are comprehensively treated. Recommended background: a survey course in Afro-American history, American history, or Afro-American literature. T 4:10, Th 3:10-5. John Walter.]
- 286a *History of Afro-American People*. An examination of the broad contours of the history of the Afro-American in the United States. Consideration of the cosmology of the West African, American slavery systems, and the black American's resistance; the rise of Jim Crow; W.E.B. DuBois's, Booker T. Washington's, and Marcus Garvey's philosophies of protest; the tactics of Martin Luther King, Jr., A. Phillip Randolph, and Malcolm X. T 4:10, Th 3:10-5. John Walter.

The following courses are open to qualified juniors and seniors.  
Permission of the instructor is required.

- 301a, 301b *Special Studies*.
- 310b *Problems in the Study of the Black Experience (colloquium)*. Examination of methodological theory and research in the multidisciplinary field of Black Studies as they relate to each major's advanced concentration. Open only to senior majors. Hours to be arranged. Members of the department.
- [320a *Seminar in Comparative Government*. Same as Government 320a.]
- 321b *Afro-American Folk Culture (seminar)*. The identification and clarification of Afro-American folk culture as an artistic and cultural entity through an examination of its relationship to Western culture. Analysis of values, cultural mores, and artistic expressions through the study of African backgrounds, the oral tradition of the Afro-American slave, the dynamics of the slave community, stereotypes and their relation to folk culture, folk culture of the New South and urban North, evaluation of folk heroes, self-concept, and the artis-



## AFRO-AMERICAN STUDIES

tic image as related to cultural and political forces within the popular culture.  
Th 7:30-9:30.

- 326b *The Socio-Cultural Development of the Afro-American Woman*. Examination of the Afro-American woman as a member of an ethnic group. Study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature. M 9:20-11:10, T 9:20. Carolyn Jacobs. (E)
- 348b *The Literature of the Black Woman*. Critical examination of the creative and analytical writings of black women through literature and oral testimony. Prerequisite: 200a, 237a, or 237b, or permission of the instructor. M 9:20-11:10, T 9:20.
- 369b *Blacks and American Law*. Selected topics in black legal history. Historical continuity for the changing relationship between American jurisprudence and black Americans between 1640 and 1978. Statutory and case law which determined the role of Blacks in American society, and the use of the law by Blacks to gain civil and personal rights in society. Prerequisite: 216a, 286a, Government 100, or a course in American history. W 2:10-4. John Walter.
- [376b *Race and the Urban Ghetto (seminar)*. An interdisciplinary study of the black ghetto in the United States to ascertain the social, cultural, political, and economic changes that have taken place in urban black life since 1900. Prerequisite: a survey course in Afro-American history. Recommended background: a lower-level course in either sociology or economics. W 7:30-9:30. John Walter.]

## COURSES IN OTHER DEPARTMENTS RECOMMENDED AND RELATED TO THE MAJOR IN AFRO-AMERICAN STUDIES

HUMANITIES: Theatre 214a.

SOCIAL SCIENCES: Economics 230b; Education 200b; Government 310b; History 113a, 113b, 266a, 267a, 271a, 272b, 273b, 275a, 276b; Psychology 274a; Sociology and Anthropology 232b, 305a, 332b.

## THE MAJOR

Advisers: Johnella Butler, John Walter.

Adviser for Study Abroad: John Walter.

Basis: the introductory course offered for the Five College Black Studies Major, or 101a or b.

Requirements:

Ten semester courses, in addition to the basis (Five College introductory course, or 101a or b), as follows:

1. General concentration. Four courses, chosen from the 200-level courses in the department at Smith or in the corresponding departments at Amherst, Hamp-

## AFRO-AMERICAN STUDIES

shire, or Mount Holyoke colleges or the University of Massachusetts. Courses at the 300 level may also be used where appropriate.

2. Advanced concentration. Five courses in one area, three of which must be in a particular discipline or field within that area. The advanced concentration courses may be taken in the department at Smith or in one of the corresponding departments at Amherst, Hampshire, or Mount Holyoke colleges or the University of Massachusetts. Courses taken outside Smith must be approved by the department Chair and the adviser.

### *Optional:*

3. *Either* Special Studies 301a or b. An exploration of topics in literature, history, sociology, education, etc., under the direction of a departmental adviser,

*or*

Field Work in the form of (1) course-related work in local communities (e.g., Springfield, Holyoke); (2) research and participation in communities elsewhere in the United States; or (3) study and work abroad (e.g., Sub-Saharan Africa or the West Indies). These projects are subject to the approval of the Committee on Academic Policy and/or the Committee on Study Abroad. With the permission of the department, majors may receive credit through the junior year abroad at an African university or in the Smith College Junior Year Abroad Program in Geneva or Paris.

4. 310b Colloquium required for all majors.

## HONORS

Director: John Walter.

501, 501a *Thesis*.

Requirements: the same as those for the major, including the required colloquium, and a thesis, which may receive one or two semesters' course credit, and may be substituted for one or two of the courses in the major requirements listed above.

INTERDEPARTMENTAL MAJOR  
IN  
AMERICAN STUDIES

DONALD LEONARD ROBINSON, M.DIV., PH.D., *Professor of Government and  
Director of the American Studies Program*

<sup>2</sup>J. RITCHIE GARRISON, M.A., *Lecturer in American Studies*

<sup>1</sup>MARK KRAMER, M.A., *Lecturer in American Studies*

<sup>1</sup>MARC PACTHER, PH.D., *Lecturer in American Studies*

<sup>1</sup>JOHN G. BLAIR, PH.D., *Visiting Lecturer in American Studies*

\*\*ROBERT T. AVERITT, PH.D., *Professor of Economics*

\*\*THOMAS S. DERR, JR., B.D., PH.D., *Professor of Religion and Biblical Literature*

\*\*STANLEY M. ELKINS, PH.D., *Professor of History*

\*PETER I. ROSE, PH.D., *Professor of Sociology and Anthropology*

RANDALL BARTLETT, PH.D., *Associate Professor of Economics*

\*\*JOHNNELLA E. BUTLER, ED.D., *Associate Professor of Afro-American Studies*

THOMAS A. RIDDELL, PH.D., *Assistant Professor of Economics*

This major offers an opportunity to explore American culture, its origins, development, and contemporary manifestations. Please note the prerequisites for American Studies 200a and b. In addition, it is recommended that prospective majors take a semester course in European history, in American government, and in literature before their junior year.

- 200a *Introduction to the Study of American Society and Culture.* An intensive examination of the processes by which the United States became an industrial nation, with a distinctive society, economy, and culture, during the first half of the nineteenth century: structural changes in economic activity; evolution toward a modern governmental and political system; changing patterns of race, class, and sexual relationships; artistic and literary expression in both learned and popular culture. Limited to American Studies majors. Normally taken in the junior year, but open to sophomores intending to major in American Studies and to senior majors by petition to the Director of American Studies. Prerequisites: History 113a and b, or the equivalent with permission of the Director. W 2:10, Th 3:10-5. Stanley Elkins.
- 200b *Introduction to the Study of American Society and Culture.* Similar to 200a, except that the focus is on the period 1865-1900. Limited to American Studies majors. May be taken before 200a with the permission of the Director. Prerequisite: History 113a and b or the equivalent. T 2:10-4, W 2:10. Thomas Riddell.
- 250a *Writing about American Social Issues.* An examination of contemporary American issues through the works of such literary journalists as John McPhee, Tom Wolfe, Joan Didion, and Jessica Mitford, and intensive practice in expository writing, to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. Enrollment limited. Admission by permission of the instructor. T 2:10-4, Th 2:10. Mark Kramer.
- 301, 301a, 301b *Special Studies.* Admission by permission of the instructor and the Director.



- 302b *The Material Culture of New England, 1670-1840 (seminar)*. Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) to New England's history. M 2:10-4. Ritchie Garrison.
- 340b *Integrating Course*. Required of all senior majors. T 2:10-4. Donald Robinson.

## INTERNSHIP AT THE SMITHSONIAN INSTITUTION

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar, taught by a scholar at the Smithsonian; a tutorial on research methods; and a double-credit (eight-hour) research project under the supervision of a Smithsonian staff member. Research projects deal with such topics as the development of electronic music, women in sports, a history of Western Union, Thomas Eakins' photographs, the rise of modernism in American art, and women in the antebellum sugar industry.

Interns pay tuition and fees to Smith College but are responsible for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. Applications will be available at the beginning of the second semester.

- 310a *Tutorial on Research Methods*. Individual supervision by a Smithsonian staff member. Given in Washington, D.C. Donald Robinson, *Director*.
- 311a *Telling Lives: Twentieth-Century American Biography (seminar)*. A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography, and its link to the novel, to history, or to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C. Marc Pachter.
- 312a *Research Project at the Smithsonian Institution*. Washington, D.C. *Double credit*. Tutorial supervision by Smithsonian staff members. Donald Robinson, *Director*.

## THE MAJOR

Advisers: Robert Averitt, Johnnella Butler, Stanley Elkins, Thomas Riddell, Donald Robinson.

Requirements: ten semester courses, as follows:

1. American Studies 200a and b.

## AMERICAN STUDIES

2. Seven courses in the American field, at the intermediate level or above, distributed as follows:
  - (a) for a concentration in arts and letters, five courses in art, literature, and/or history; and two courses in the social sciences.
  - (b) for a concentration in political economy, five courses in economics, government, and/or history; and two courses in literature or art.
  - (c) for a concentration in cultural studies, seven courses from several departments (those listed in (a) and (b) above, or such others as education, religion, or sociology and anthropology) which offer courses in the American field.

At the time of declaring the American Studies major, each student will work out with the help of her adviser a plan for fulfilling this second requirement, together with a rationale for her choices. These plans may be revised with the approval of the adviser.

### 3. American Studies 340b.

*N.B.* No course counted toward another major may be counted toward a major in American Studies.

## HONORS

Director: Donald Robinson.

### 501a *Thesis.*

Requirements: the same as those for the major, except that a thesis (501a) will be substituted for one of the ten required courses. The program must include at least one seminar (in addition to 340b) in the American field during the senior year, and an oral honors examination.

## DIPLOMA IN AMERICAN STUDIES

Director: Thomas Derr, first semester; Peter Rose, second semester.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: one course in American history, American Studies 455a and 455b (special seminars for Diploma students only), three other courses in American Studies or in one or more of the cooperating disciplines, and a thesis.

455a *American Society and Culture (seminar)*. For Diploma students only. Topic for 1983-84: Cultural Themes and Social Institutions in the Eighteenth and Nineteenth Centuries. M 7:30-9:30. John Blair.

455b *American Society and Culture (seminar)*. For Diploma students only. Topic for 1983-84: Social and Political Issues, 1880-1980. M 7:30-9:30. Peter Rose.

INTERDEPARTMENTAL MAJOR  
IN  
ANCIENT STUDIES

Adviser: Louis Cohn-Haft, first semester; Brent Sinclair, second semester.

Basis: Greek 111 or 111db or Latin 111 or 111db (or the equivalent); History 101a.  
Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis and Classics 340b.  
Four chosen from Greek 212a, 212b, 322a, 323a, 332b, 334b, Latin 212a, 212b, 214a, 214b, 322b, 323a, 333b, 335b; two from History 201b, 202a, 203b, 204a, 205b; and three chosen from Art 210a, 211b, 212a, 215b, 310b, Government 260a, Philosophy 124a, Religion 185, 210a, 220b, 235a, 285a, 287b, 312a, 382b, and Sociology and Anthropology 131a.

Note that because of the prerequisites in the Department of Classical Languages and Literatures (see p. 63), it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

HONORS

Director: Louis Cohn-Haft, first semester; Brent Sinclair, second semester.

501a *Thesis*.

Requirements: the same as those for the major, with the addition of a thesis equivalent to one or two semester courses.

One examination in ancient history or in classical literature, art, religion, philosophy, or government.



## ANTHROPOLOGY

Faculty: Elizabeth Erickson Hopkins, Donald Joralemon, Frédérique Apffel Marglin, Richard J. Parmentier.

Current anthropology course offerings include the following topics: evolution, language, political behavior, social change, symbolism, women and gender, personality and culture, and traditional medicine.

Information on the program in anthropology and on the major are found on pp. 193-199 under the Department of Sociology and Anthropology. Requirements for the major and for the honors program in anthropology are found on p. 198.

# ART

PROFESSORS:	CHARLES SCOTT CHETHAM, PH.D. JAMES HOLDERBAUM, PH.D. ROBERT MARK HARRIS, PH.D. ELLIOT MELVILLE OFFNER, M.F.A. *HELEN E. SEARING, PH.D. *CHARLES TALBOT, PH.D.
HARNISH VISITING ARTIST:	CARL CHIARENZA, PH.D.
ASSOCIATE PROFESSORS:	†JOHN PINTO, PH.D. CHESTER J. MICHALIK, M.F.A. GARY L. NISWONGER, M.F.A., <i>Chair</i> **JAROSLAW VOLODYMYR LESHKO, PH.D.
ASSISTANT PROFESSORS:	NICHOLAS H. VON BUJDOS, M.F.A. SUSAN HEIDEMAN, M.F.A. *CAROLINE HOUSER, PH.D. *DWIGHT POGUE, M.F.A. *A. LEE BURNS, M.F.A.
LECTURERS:	BARBARA A. KELLUM, PH.D. F. ANDRUS BURR, M.ARCH. ¹FRANCES ERLICHSON, M.F.A. ²CRAIG M. FELTON, PH.D. MARTHA HOPPIN, PH.D. THEA ETEL KRAMER, M.ARCH. RUTH MORTIMER, M.S. LISA REITZES, M.A. MARYLIN MARTIN RHIE, PH.D.

FIVE COLLEGE ARTIST IN  
RESIDENCE (AT SMITH COLLEGE  
UNDER THE FIVE COLLEGE  
PROGRAM):

¹YUNGSHENG YUAN

Many courses are offered in alternate years and students should plan their schedules accordingly.

Students planning to major or to do honors work in art will find that courses in literature, philosophy (233b), religion, and history taken in the first two years will prove valuable. A reading knowledge of foreign languages, especially German, Italian, and French, is recommended for historical courses. Biological Sciences 210 is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York, or the vicinity for the study of original works of art.

## A. HISTORICAL COURSES

- 100 *Introduction to the History of Western Art.* Major representative works of Western art, from antiquity to the present (including painting, sculpture, and architecture), are studied historically and analytically. Both semesters must be completed in order for credit to be given. Art majors are expected to take this course for a letter grade. Three lectures W F 1:10, Th 2:10; and one discus-

sion period. Members of the department. Barbara Kellum, *Director, first semester*; Helen Searing, *Director, second semester*.

- [202b] *The History of City Planning and Landscape Design*. A survey of changing attitudes toward the form, structure, and symbolic image of cities and gardens in the West from classical antiquity to the Industrial Revolution. The effects of practical concerns and theoretical ideals on urban design traced through the study of specific examples and texts. The formal landscape of gardens, villas, and parks also emphasized, with attention to related aspects of architecture, painting, and literature. Prerequisite: 100. Offered in alternate years. M T 8-9:10. John Pinto.]
- [204b] *The Art of the Aegean Bronze Age*. Architecture, painting, sculpture, and minor arts of the Cyclades, Krete, and Mycenaean Greece, and their relations with the Near East and with Egypt. Some attention to the Megalithic monuments of Malta and Western Europe. (E)]
- 205b *Great Cities: Amsterdam*. The fabric and image of the city seen in planning, architecture, and the works of artists and writers. Attention to the city as an ideal and an example, dealing with it from its foundation to the present, though major periods are emphasized. Prerequisite: 100. M T 12:50-2. Helen Searing.
- 206b *History of Sculpture: Sixteenth through Nineteenth Centuries*. Masterpieces of major representative sculptors and sculptural movements as reflections of Western civilization from the contemporaries of Michelangelo through the work of Rodin. Recommended background: 100 or any course in the history of art after the Renaissance. Not to be offered again before 1987. M 11:20, T 10:20-12:10, W 10:20. James Holderbaum.
- 207b *Oriental Art: China*. The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain, and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. Alternates with 208a. T Th 12:50-2. Marylin Rhie.
- [208a] *Oriental Art: Japan*. The art of Japan, especially painting, sculpture, architecture, and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 207b. T Th 12:50-2. Marylin Rhie.]
- [210a] *Egyptian Art*. The architecture, sculpture, painting, and minor arts of Egypt from the earliest times to the Islamic conquest, with emphasis upon the principal sites. Artistic developments related to the unique religious philosophy and history of Egypt.]
- [211b] *The Art of Greece*. Architecture, sculpture, painting, and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years. Th F 8-9:10. Caroline Houser.]
- 212a *The Art of Rome*. A consideration of the art of the Roman world as the first "modern art" in terms of the richness of its stylistic diversity. Roman archi-



itecture, sculpture, and painting from its Hellenistic and Etruscan origins to its late antique/early Christian phase, seen within the context of the social, political, and religious environment which produced them. Offered in alternate years. W Th F 9:20. Barbara Kellum.

- [213a] *Oriental Art: India*. The art of India and bordering regions to the north from the Indus Valley Civilization through the Ancient and Classical Gupta Age, the Medieval Period, and the Mughal-Rajput Period, as expressed in the architecture, sculpture, and painting of the Buddhist, Hindu, Jain, and Muslim religions. Offered in alternate years. T Th 12:50-2. Marylin Rhie.
- [214a] *Greek Sculpture*. Study of Greek sculpture from the archaic period through the monuments of Periclean Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations. M T 12:50-2. Caroline Houser.]
- [215b] *Ancient Cities and Sanctuaries*. A study of selected Egyptian, Greek, and Roman sites as revealed by archaeological, literary, and historical evidence. Planning, architecture, and artistic forms as shaped by social, political, and religious factors. Offered in alternate years. Th F 8-9:10. Caroline Houser.]
- [216b] *Images of Women in Ancient Art*. The varying depictions of women in art from the Neolithic period through the Roman empire analyzed as reflections of attitudes toward women and their changing roles in society. Special emphasis on the representations of women in Greek and Roman painting and sculpture in exploring themes like the symbolism of clothing and coiffure, women in religious cults, women at work. W Th F 11:20. Barbara Kellum. (E)]
- [221b] *Early Medieval Art*. Art from the time of Constantine to Charlemagne with emphasis on painting, mosaic, and sculpture. Prerequisite: 100 or the equivalent. Offered in alternate years. M 11:20, T 10:20-12:10, W 10:20. Robert Harris.]
- [222a] *Romanesque and Byzantine Art*. Architecture, sculpture, illuminated manuscripts, and painting from the ninth through the twelfth centuries with emphasis on England, France, Germany, and the Byzantine Empire. Prerequisite: 100 or the equivalent, or 221b. Offered in alternate years. M 11:20, T 10:20-12:10, W 10:20. Robert Harris.]
- 224b *Gothic Art*. Architecture, sculpture, and painting from the mid-twelfth through the fourteenth centuries with emphasis on France, England, and Germany. Prerequisite: 100. Offered in alternate years. W Th F 11:20. Robert Harris.
- [231a] *Northern European Art of the Fourteenth and Fifteenth Centuries*. Sculptural and pictorial imagery in the late middle ages with special consideration of early Netherlandish panel painting from Jan van Eyck to Bosch. Recommended background: 100. Offered in alternate years. T 10:20-12:10, W 10:20. Charles Talbot.]
- 232b *Northern European Art of the Reformation Era*. Painting, sculpture, and the graphic arts in Austria, France, Germany, and the Netherlands in the

## ART

- sixteenth century. Special attention to the work of Dürer. Recommended background: 100. Offered in alternate years. M 9:20-11:10, T 9:20. Charles Talbot.
- [233b *Italian Fifteenth-Century Art*. The painting, sculpture, and architecture of the early Renaissance. Recommended background: 100. Offered in alternate years. W Th 9:20, F 9:20-11:10. James Holderbaum.]
- 235a *Italian Sixteenth-Century Art*. Painting, sculpture, and architecture from the High Renaissance to the Counter-Reformation. Recommended background: 100. M 11:20, T 10:20-12:10, W 10:20. James Holderbaum.
- 241b *The Art of the Seventeenth Century in Italy, France, and Spain*. Emphasis on major works of Spanish painting and sculpture. Recommended background: 100. W Th F 9:20. Craig Felton.
- [242a *Dutch and Flemish Art of the Sixteenth and Seventeenth Centuries*. Special consideration to the work of Bruegel, Rubens, and Rembrandt and to the development of landscape, portraiture, and genre painting. W Th F 11:20. Charles Talbot.]
- 244a *Baroque Architecture*. Design and meaning in the architecture of Italy and other Western European countries from the later sixteenth to the early eighteenth centuries. Recommended background: 100. Offered in alternate years. M T 12:50-2. Lisa Reitzes.
- [246b *Art of the Eighteenth Century in Europe*. Painting, architecture, and sculpture in Europe, with emphasis on developments in England and France. Recommended background: 100. Helen Searing.]
- [250a *German Art of the Nineteenth and Early Twentieth Centuries (colloquium)*. A consideration of the pluralism of German art in the nineteenth century, focusing on the major movements of Romanticism, the Nazarenes, Idealism, Realism, and Impressionism. Also, a critical survey of Jugendstil and the Secession groups of Berlin, Munich, and Vienna and their impact on such expressionist movements of the early twentieth century as Die Brücke, Der Blaue Reiter, and on other independent expressionists working in Vienna and the other northern centers. Th 3:10-5. Jaroslaw Leshko.]
- 251a *Nineteenth-Century Art*. From Goya and Jacques Louis David through the Impressionist and Post-Impressionist painters. Recommended background: 100. W Th F 11:20, Th 10:20 at the option of the instructor. Jaroslaw Leshko.
- 252a *History of Photography*. A survey of photography and photographers in Europe and America. Prerequisite: one of the following: 100, 251a, 253a, 254b, 256b, or 282a or b. M 9:20-11:10, T 9:20. Carl Chiarenza. (E)
- 253a *The Arts in America*. The art of colonial America and the early republic, from the seventeenth century to 1876, including architecture, sculpture, painting, and the decorative arts. Recommended background: 100. W F 12:50-2. Martha Hoppin.

- 254b *The Arts in America*. American art of the past one hundred years, with emphasis on the major figures and main currents in the various arts. W F 12:50-2. Martha Hoppin.
- [255a *Architecture of the Nineteenth Century*. Architecture from the late eighteenth century to the 1890's. Recommended background: 100 or 280. W Th F 11:20. Helen Searing.]
- [256b *Contemporary Art*. Twentieth-century movements in Europe and America. Recommended background: 100 or 251a. M T 11:20. W 10:20. T 10:20 at the option of the instructor. Jaroslaw Leshko.]
- 257b *American Architecture and Urbanism*. The history of building and city planning in America, with special emphasis on the past 200 years. Recommended background: 100. Th F 8-9:10. Lisa Reitzes. (E)
- [258b *Architecture of the Twentieth Century*. Modern architecture and urbanism from 1890 to the present. Recommended background: 100, 255a, or 280. Offered in alternate years. M T 12:50-2. Helen Searing.]
- [259a *History of Impressionism and Post-Impressionism*. Special attention to themes of urban entertainment, suburban leisure, villagers and landscape. Prerequisite: 100. (E)]
- [260b *The History of Graphic Arts*. A survey of prints and printmaking from 1400 to the present in Europe and America. Prerequisite: 100. Enrollment limited to 25. Offered in alternate years. W 11:20. Th 10:20-12:10. Charles Talbot.]
- 261a *The Composition of Books*. A survey of the printed book as an art form from the fifteenth to the twentieth centuries. Admission by permission of the instructor. Th 3:10-5. Ruth Mortimer.
- 274b *Japanese Buddhism and Japanese Art*. Same as Religion 274b.
- [290b *Architectural Studies (colloquium)*. Enrollment limited; admission by permission of the instructor. T 2:10-4. John Pinto.]
- 301, 301a, 301b *Special Studies*. Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.
- 303b *Problems in the History of Art*. Required of senior honors students; open to other students by permission of the instructor. T 2:10-4. Robert Harris.
- 307b *Colloquium on Michelangelo*. M 2:10-4. James Holderbaum.

## SEMINARS

- 310b *Studies in Greek Art*. Th 3:10-5. Caroline Houser.
- [315a *Studies in Roman Art*. Barbara Kellum.]
- 321a *Studies in Early Medieval Art*. Th 3:10-5. Robert Harris.
- 331b *Studies in Northern European Art*. W 2:10-4. Charles Talbot.



## ART

- 333a *Studies in Italian Renaissance Art*. M 2:10-4. James Holderbaum.
- [342b *Problems in Seventeenth-Century Art*. T 2:10-4. John Pinto.]
- [348a *English Art, Architecture, and Design in the Nineteenth Century*. Emphasis on the relationships between literature, social theory, and the arts. Prerequisite: 251a, 255a, or English 227a or b. Helen Searing.]
- [351b *Studies in Nineteenth-Century European Art*. W 7:30-9:30. Jaroslaw Leshko.]
- 352a *Art and Society*. Topic for 1983-84: American Architecture Between the World Wars. To be offered in 1983-84 only. W 7:30-9:30. Lisa Reitzes. (E)
- [354a *Studies in American Art*.]
- 356a *Studies in Twentieth-Century Art*. W 2:10-4. Jaroslaw Leshko.
- 356b *Studies in Twentieth-Century Art*. Topic for 1983-84: Photography Since World War II. M 7:30-9:30. Carl Chiarenza.
- [357a *Introduction to Museum Problems*. Admission by permission of the instructor. M 2:10-4. Charles Chetham.]
- [359a *Studies in Modern Architecture*. Hours to be arranged. Helen Searing.]
- [361a *Studies in Graphic Art*. Concentration on prints of the nineteenth and twentieth centuries in the Smith Museum. T 2:10-4. Charles Talbot.]
- [370b *Hindu Religious Traditions*. Same as Religion 370b.]
- [375b *Studies in Oriental Art*. Marylin Rhie.]

## GRADUATE

For information about graduate work in art, application should be made to the Chair of the department.

Adviser: Gary Niswonger.

400 *Research and Thesis*.

401, 401a, 401b *Advanced Studies*. 401a or 401b may be taken for double credit.

## B. STUDIO COURSES

A fee for basic class materials is charged in 161a, 161b, 171a, 262b, 265b, 266a, 266b, 267b, 268b, 271a, 272a, 273a, 275b, 276b, 282a, 282b, 305a, 362a, 362b, 369b, 372b, 374b, 382b. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the Art 100 requirement in the freshman or sophomore year.

## INTRODUCTORY COURSES

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 25 per section. Two 100-

level courses will be considered prerequisites for most offerings at the 200 and 300 levels. However, the second 100-level course may be taken during the same semester as an intermediate-level course with the permission of the instructor.

- 161a, 161b *Design Workshop, I*. An introduction to visual experience through a study of the basic principles of design. Nine studio hours of which six must be M T 9:20-12:10; M T 1:10-4; Th F 9:20-12:10. Nicholas von Bujdoss, *Director*.
- 163a, 163b *Drawing, I*. An introduction to visual experience through a study of the basic elements of drawing. Nine studio hours of which six must be M T 9:20-12:10; M T 1:10-4; Th F 9:20-12:10. Nicholas von Bujdoss, *Director*.
- [171a *Introduction to the Materials of Art*. An introduction to materials used in the various arts. For students not intending to major in studio art. Limited to 25. M T 9:20-12:10. Elliot Offner.]

## INTERMEDIATE COURSES

Unless stated otherwise, the prerequisite for intermediate courses is two introductory courses.

- 262b *Design Workshop, II*. Problems in two- and three-dimensional design emphasizing structural awareness, techniques of fabrication, and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor. M T 1:10-4. Lee Burns.
- 264a *Drawing, II*. Advanced problems in drawing, including study of the human figure. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15. Nine studio hours of which six must be M T 1:10-4. Gary Niswonger.
- 264b A repetition of 264a. Enrollment limited to 15. Nine studio hours of which six must be M T 9:20-12:10. Susan Heideman.
- 265b *Color*. Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper, and light. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Offered in alternate years. Th F 9:20-12:10. Nicholas von Bujdoss.
- 266a *Painting, I*. Various spatial and pictorial concepts are investigated through the oil medium. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Th F 1:10-4. Nicholas von Bujdoss.
- 266b A repetition of 266a. M T 1:10-4. Susan Heideman.
- [267b *Watercolor Painting*. Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities which isolate it from other painting materials. Prerequisites: 161a or b, 163a or b, and 266a or b, or permission of the instructor. Nine studio hours of which six must be M T 9:20-12:10. Susan Heideman.]
- 268b *Serigraphy*. Experiments in line, color, and form, using the graphic medium of silkscreen. Prerequisites: 161a or b, or 163a or b. Admission by permission of the instructor. Enrollment limited to 15. Th F 9:20-12:10. Dwight Pogue.

## ART

- [271a *Graphic Arts*. Methods of printmaking, with emphasis on lithographic techniques. Prerequisites: 161a or b, or 163a or b, and permission of the instructor. Enrollment limited to 15. M T 9:20-12:10. Gary Niswonger.]
- [272a *Intaglio Techniques*. An introduction to intaglio techniques, particularly collagraph, dry-point, etching, and engraving. Prerequisites: 161a or b, or 163a or b, and permission of the instructor. Enrollment limited to 15. Th F 9:20-12:10. Gary Niswonger.]
- 273a *Sculpture, I*. The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Nine studio hours of which six must be M T 9:20-12:10. Elliot Offner.
- 275b *An Introduction to Printing*. Setting type and printing books and ephemera on the hand-press. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor. M T 1:10-4. Elliot Offner.
- 276b *Calligraphy*. The art of writing and constructing letters and the use of calligraphy and lettering as design. M T 9:20-12:10. Elliot Offner.
- 280 *Introduction to Architecture, City Planning, and Landscape*. Preliminary instruction in drafting, perspective, and lettering, followed by planning and design problems. Th F 1:10-4. Etel Kramer.
- 282a *Photography, I*. An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Admission by permission of the instructor. Nine studio hours of which six must be M T 1:10-4, or Th F 1:10-4. Chester Michalik, *Director*.
- 282b A repetition of 282a. Nine studio hours of which six must be Th F 9:20-12:10, or Th F 1:10-4. Chester Michalik.

## ADVANCED COURSES

Unless stated otherwise, the prerequisite for advanced courses is one intermediate course.

- 301, 301a, 301b *Special Studies*. Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.
- 305a *The Teaching of Art*. Same as Education 305a.
- 362a, 362b *Painting, II*. Advanced problems in painting, encompassing varied subject matter, spatial structures, and media. Prerequisites: 266a or b, and permission of the instructor. 362a: Th F 9:20-12:10; 362b: Th F 1:10-4. Nicholas von Bujdoss.
- [369b *Photo-screen Printing*. Advanced study in serigraphy combined with photographic processes. Prerequisites: at least one of the following: 271a, 272a,



- 275b, 282a or b, and 268b. Admission by permission of the instructor. Enrollment limited to 15. M T 1:10-4. Dwight Pogue.]
- 372b *Graphic Arts, II*. Advanced study in printmaking, with emphasis on etching or lithography. Emphasis alternates yearly. Topic for 1983-84: Etching. Prerequisites: 271a or 272a, and permission of the instructor. Enrollment limited to 15. Th F 1:10-4. Dwight Pogue.
- 374b *Sculpture, II*. Advanced problems in sculpture using bronze casting, welding, and various media. Prerequisites: 273a and permission of the instructor. Nine studio hours of which six must be M T 9:20-12:10. Lee Burns.
- [376b *Printing and Graphic Art*. Design and printing of broadsides and books. Instruction given in typography and woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15. M T 1:10-4. Elliot Offner.]
- 381 *Architecture*. Further problems in planning and design together with instruction in elementary construction. Prerequisite: 280 or permission of the instructor. Th F 9:20-11:10. Andrus Burr.
- 382b *Photography, II*. Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b, and permission of the instructor. M T 9:20-12:10. Carl Chiarenza.
- [383 *Problems in Landscape Design, I*. Prerequisite: 280.]

## GRADUATE

- 460a, 460b *Studies in Design, Drawing, Painting, Photography, Graphic Arts, or Sculpture*. Members of the department.
- 481 *Architecture*.
- 483 *Landscape Architecture*.

## THE MAJOR

Advisers: Lee Burns, Robert Harris, Susan Heideman, James Holderbaum, Caroline Houser, Barbara Kellum, Etel Kramer, Jaroslaw Leshko, Chester Michalik, Gary Niswonger, Elliot Offner, John Pinto, Dwight Pogue, Helen Searing, Charles Talbot, Nicholas von Bujdoss.

Adviser for Study Abroad: James Holderbaum.

Based on 100, or 100 and 161a or b and 163a or b. Majors are advised that there is one art major, whether Plan A or B, and *at least* 16 courses must be taken outside the Art Department.

## ART

### PLAN A

Basis: 100.

Requirements: 100 and one course in Section B and seven semester courses in Section A, including three from three of the six areas Alpha through Zeta.

Students are required to take at least one seminar in the history of art and to write at least one research paper which will ordinarily be one written for a seminar (not a term paper for a 200-level course), but it may be an honors or special studies project.

Alpha—Ancient: 204b; 205b; 210a; 211b; 212a; 214a; 215b; 216b; 310b; 315a.

Beta—Medieval: 221b; 222a; 224b; 321a.

Gamma—Renaissance: 231a; 232b; 233b; 235a; 307b; 331b; 333a.

Delta—Baroque and Rococo: 206b; 241b; 242a; 244a; 246b; 253a; 342b.

Epsilon—the past 200 years: 250a; 251a; 252a; 254b; 255a; 256b; 257b; 258b; 259a; 348a; 351b; 352a; 354a; 356b; 359a; 361a.

Zeta—Oriental or African: 207b; 208a; 213a; 375b.

### PLAN B

Basis: 100, 161a or b, and 163a or b.

Requirements: the basis, plus six semester courses in studio art, and two semester courses in history of art from two of the six areas Alpha through Zeta.

Majors are strongly urged to take at least one seminar. Two semester courses in closely related subjects offered by other departments may, with the approval of the adviser, be counted as credit toward the major.

### HONORS

Director: Robert Harris.

Basis: 100.

501a *Thesis*.

Requirements: eight semester courses, including 303b taken during the second semester of the senior year. In addition, the candidate will write a thesis (501a) during the first semester of that year equivalent to one semester course.

Two examinations: a general examination on the history of art, and one testing the candidate's ability to analyze and to interpret original works of art.

## ASTRONOMY

ASSOCIATE PROFESSOR:	RICHARD E. WHITE, PH.D.
ASSISTANT PROFESSOR:	SUZAN EDWARDS, PH.D.
TEACHING ASSOCIATE:	KRISTYNA HELENA JAWOROWSKA
FIVE COLLEGE LECTURERS:	THOMAS TRAVIS ARNY, PH.D. (Associate Professor, University of Massachusetts)
	**THOMAS R. DENNIS, PH.D. (Associate Professor, Mount Holyoke College)
	WILLIAM A. DENT, PH.D. (Professor, University of Massachusetts)
	PAUL F. GOLDSMITH, PH.D. (Associate Professor, University of Massachusetts)
	COURTNEY P. GORDON, PH.D. (Associate Professor, Hampshire College)
	KURTISS J. GORDON, PH.D. (Associate Professor, Hampshire College)
	GEORGE S. GREENSTEIN, PH.D. (Associate Professor, Amherst College), <i>Chair</i>
	EDWARD ROBERT HARRISON, F.INST.P. (Professor, University of Massachusetts)
	G. RICHARD HUGUENIN, PH.D. (Professor, University of Massachusetts)
	WILLIAM MICHAEL IRVINE, PH.D. (Professor, University of Massachusetts)
	JOHN KWAN, PH.D. (Associate Professor, University of Massachusetts)
	PETER SCHLOERB, PH.D. (Assistant Professor, University of Massachusetts)
	STEPHEN E. STROM, PH.D. (Professor, University of Massachusetts)
	EUGENE TADEMARU, PH.D. (Associate Professor, University of Massachusetts)
	DAVID J. VAN BLERKOM, PH.D. (Associate Professor, University of Massachusetts)

Students who are planning a major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete Physics 115a and b and the mathematics sequence up to Calculus II (122a or b) at their first opportunity.

The Astronomy Department is a Five College Department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall, the Whately Observatory of Smith College with a 16" Cassegrain Reflector, the Five College Radio Observatory in the Quabbin Reservoir region, the Amherst Observatory with an 18" refractor, and the

## ASTRONOMY

Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the Five Colleges, courses designated FC may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College Astronomy office (545-2194) to learn the time of the first class meeting.

- 101a, 101b *Introduction to Astronomy*. The nature of the members of our universe: earth, moon, planets, comets, sun, stars, star clusters, galaxies, and clusters of galaxies; the laws governing their origin, life cycle, and death; the origin, structure, and end of the universe as a whole; based on present physical concepts and in historical perspective. Laboratory sections include demonstration of the Amherst College Planetarium and use of the optical telescopes of the Five College Department. W Th 9:20. F 9:20-11:10; lab. W or Th 7:30. Suzan Edwards, Richard White.
- [110a *Astronomy through Photography*. An introduction to astronomy with an emphasis on the use of photographic methods. Lectures include history, astronomical theories, geometric optics, the nature of the earth's atmosphere and its influence on astronomical observations, and principles of photography as they apply to astronomy, celestial photography; principles of spectroscopy and their applications to physical and chemical analysis of celestial bodies. Practical work includes use of optical telescopes and astronomical cameras. Field trips and excursions optional.]
- 113a FC13a *The Solar System*. An introduction to civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than 101 and intended for students who desire a deeper though still non-technical understanding of ancient and classical conceptions of the sky: the Copernican revolution; the many motions of the Earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres, and interiors of the planets and their satellites; minor objects in the solar system: the origin and evolution of the Earth and other planets. T Th 2:30-3:45 at UMass. William Dent.
- 210a *Special Topics in Astronomy*. Recent developments in astronomy examined in a seminar format. Topics include formation of the solar system, planetary rings, stellar activity, space astronomy, microwave astronomy, and extra-terrestrial communication. Prerequisite: 101a or b or 113a. M 2:10-4 and one hour to be arranged. Paul Goldsmith.
- 219a FC19a *Planetary Science*. An introductory course in planetary science for physical science majors with an interest in the solar system. Survey of current knowledge of: the interiors, surface features and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres of the terrestrial and Jovian planets; asteroids; comets; planetary rings; and the origin of the solar system. Emphasis on the results of recent spacecraft missions to Venus, Jupiter, and Saturn. Two



meetings per week. Prerequisites: one semester of calculus and one semester of a physical science; familiarity with physics is essential. T Th 2:30-3:45 at UMass. Peter Schloerb.

- 220b FC20b *Cosmology*. Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology, and its future as a science. Prerequisites: Mathematics 121a or b and one physical science course. M W 2:30-3:45 at Mount Holyoke College.
- 221a FC21a *Stars and Stellar Evolution*. For students interested in a quantitative introductory course. Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars, and black holes. Prerequisites: Mathematics 121a or b and Physics 115a, which may be taken concurrently. T Th 2:30-3:45 at Amherst College. George Greenstein. Evening laboratories at Mount Holyoke College, to meet on an unscheduled basis.
- 222b FC22b *Galactic and Extragalactic Astronomy*. For students interested in a quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Prerequisites: Mathematics 121a or b, Physics 115a, and Computer Science 115a or b. T Th 2:30-3:45 at Smith College, and computer laboratories. Suzan Edwards.
- 234b FC34b *History of Astronomy*. Lectures, readings, and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth and nineteenth centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Non-technical, with emphasis on history and cosmology. Edward Harrison.
- 237a FC37a *Observational Optical Astronomy*. An introduction to the techniques of gathering and analyzing astronomical data. The optics of telescopes and spectrographs. Error analysis. Astrometry, photometry, spectroscopy, and their

## ASTRONOMY

use to determine the positions, motions, brightnesses, temperatures, radii, masses, and chemical compositions of stars. Prerequisites: Mathematics 122a or b; Physics 115a and b; Astronomy 221a and 222b (students unable to complete 221a and 222b may make special arrangements to complete the laboratory prerequisites). Two ninety-minute lectures and one evening laboratory per week. M W 2:30-3:45 at Smith College. Richard White.

- 238b FC38b *Observational Radio Astronomy*. Equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; non-thermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Prerequisite: Physics 115a and b, or permission of the instructor. T Th 2:30-3:45 at UMass Graduate Research Center.
- 301a, 301b *Special Studies*. Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology.
- 343a FC43a *Astrophysics I: Stellar Structure*. Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. Physics of stellar and galactic structure. Prerequisites: Physics 214b and 220a, or permission of the instructor. M F 1:25-2:45 at UMass Graduate Research Center. Edward Harrison.
- 344b FC44b *Astrophysics II: Cosmic Electrodynamics and Hydrodynamics*. An introduction to a broad range of general astrophysical principles and techniques, such as the processes of continuum and line emission. The calculation of radiation transfer and the treatment of hydrodynamics and shocks. Physical understanding of concepts, rather than mathematical vigor. Immediate application of techniques learned to diverse astronomical phenomena. Prerequisite: 343a or permission of the instructor. M F 1:25-2:45 at UMass. John Kwan.

## GRADUATE

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640 *Galactic and Extragalactic Astronomy*.

UMass 700 *Independent Study*.

UMass 717 *Plasma Astrophysics*.

- UMass 730 *Radio Astrophysics.*  
 UMass 731 *Radio Astronomy.*  
 UMass 732 *Numerical Techniques in Experimental Physics and Astronomy.*  
 UMass 741 *The Interstellar Medium.*  
 UMass 746 *Solar System Physics.*  
 UMass 748 *Cosmology and General Relativity.*  
 UMass 843 *Stellar Atmospheres.*

## THE MAJOR

Advisers: Suzan Edwards, Richard White.

Two major programs are offered. Both programs require completion of a research project undertaken in the senior year, for special studies or honors credit. The senior project has the aim of introducing the student to the actual process of scientific research, while bringing to bear elements of earlier courses, to give a deeper understanding of a specific problem. Results of the project must be presented orally as well as in the form of a written paper.

### PROGRAM I

Program I aims to give the student a broad acquaintance with modern science, with a greater penetration into the workings of science through the study of astronomy. It is intended for students who wish to apply their background in a more general context than professional astronomy, e.g., in secondary education, in scientific writing and editing, or in library work.

Basis: 101a or b, or 221a or 222b.

Requirements: eleven semester courses including Physics 115a and b, Mathematics 122a or b or the equivalent, and four further astronomy courses, which may include 110a. The remaining courses may be in related fields such as mathematics, physics, or the history and philosophy of science. Students planning to teach in secondary schools may wish to elect courses in education as well.

### PROGRAM II

Program II aims to provide the student with a strong background in contemporary astronomy and physics. It is intended for pre-professional students planning to do graduate work in astronomy.

Basis: 101a or b, or 221a or 222b.

Requirements: eleven semester courses including Physics 115a and b; at least three of the following mathematics courses or their equivalents: 122a or b, 201a or b, 202a or b, and 222a; Astronomy 237a, 238b, and 343a or 344b. The remaining courses should be elected from intermediate and advanced physics and astronomy courses. Students are particularly urged to take Physics 214b, 220a, 222a, and

## ASTRONOMY

one or more advanced physics courses, since they are expected to have a sound background in undergraduate physics in order to enter graduate astronomy programs. Especially well-prepared students may elect graduate courses.

### HONORS

Directors: Suzan Edwards, Richard White.

Prerequisite: 101a or b, or 221a or 222b.

501 *Thesis*.

Requirements: in addition to the course requirements in Program II, students must write an honors thesis (501) and take an oral examination on the thesis.



INTERDEPARTMENTAL MAJOR  
IN  
BIOCHEMISTRY

Advisers: Stylianos Scordilis and Jeanne Powell (Biological Sciences); Kenneth Hellman, *Director*, and Mary Dygert (Chemistry).

Requirements: Biological Sciences 101a or b, 102a or b, 201a or b, 230a or 312a, and either 302a, 323a, 330b, or 333b; Chemistry 101a and b, or 102a and b, 222a and b, 235a or 231a and b, and 352b. Mathematics 122a or b, or its equivalent, is a prerequisite for Chemistry 231a and 235a.

Recommended courses: students planning further study in biochemistry are advised to include Physics 115a and b, Chemistry 231a and b, and additional courses in mathematics.

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as Biological Sciences 201a or b and Chemistry 222a and b before the junior year.

HONORS

Director: Stylianos Scordilis.

501 *Thesis*.

Requirements: same as for the major, and a research project (BCH 501) equivalent to one course each semester of the senior year.

An examination in biochemistry and an oral presentation of the honors thesis.

## BIOLOGICAL SCIENCES

PROFESSORS:	B. ELIZABETH HORNER, PH.D. *CARL JOHN BURK, PH.D., <i>Chair</i> DAVID ANDREW HASKELL, PH.D. ELIZABETH ANN TYRRELL, PH.D. JEANNE A. POWELL, PH.D. STEPHEN G. TILLEY, PH.D., <i>Acting Chair</i> , <i>First Semester</i> †PHILIP D. REID, PH.D.
ASSOCIATE PROFESSORS:	ROBERT B. MERRITT, PH.D. MARGARET ANDERSON OLIVO, PH.D. RICHARD FRANCIS OLIVO, PH.D.
ASSISTANT PROFESSORS:	RICHARD T. BRIGGS, PH.D. STYLIANOS P. SCORDILIS, PH.D. A. FAYE SCHRATER, PH.D. STEVEN A. WILLIAMS, PH.D.
LECTURERS:	THOMAS M. FRADO, PH.D. MARY HELEN LAPRADE, PH.D. MARTHA SPIEGELMAN, PH.D.
LABORATORY	
TEACHING ASSOCIATE:	GRAHAM R. KENT, M.A.
TEACHING FELLOWS:	ADRIENNE M. CURRAN, B.A. SUSAN M. DESIMONE, B.A. NAYANA KARNAD, B.S. THERESA M. PENNA, B.A.

The following four courses are designed primarily for students outside the biological sciences. They have no college biology course prerequisites, and they do not count toward the requirements for the major in biological sciences.

- 122b *Microorganisms and Man*. A study of microorganisms in relation to man and the environment. Through lectures, demonstrations, and discussion the merits and hazards of microbial activities are illustrated. A course in high school biology is strongly recommended. Lec. M 9:20-11:10, T 9:20. Elizabeth Tyrrell.
- 150a *Human Biology*. A study of the systems of the human body, their functions, development, and genetics, as they relate to health, disease, and human society. M 11:20, T 10:20-12:10, W 10:20; lab. every other Monday 1:10-4. Jeanne Powell.
- [214b *Plants and Human Welfare*. Exploitation of plants as food and fibre in the context of an overpopulated, shrinking world; agrarian economy and modern man. Lec. W Th F 11:20. Philip Reid.]
- [241a *Conservation of Natural Resources*. Basic ecological principles and their application to the conservation for human society of soil, water, vegetation, and wildlife. One previous semester of college science strongly recommended. One fall field trip. Lec. Th 7:30-9:30. John Burk.]

Biological Sciences 101a or b (or 100a or b) is a prerequisite for all other courses. Many courses have additional prerequisites, which in some cases include a year of college chemistry.

- 101a, 101b *Life: Unity and Diversity, Stability and Change*. (Replaces 100a, 100b). An introduction to organismal, evolutionary, and environmental biology designed to acquaint prospective majors and non-majors with the principal features of living systems from the cellular to community levels, the major patterns of organismal diversity, and the mechanisms by which these patterns are generated and maintained. Topics include the fundamentals of cell organization and function, fundamental (Mendelian) genetics, basic evolutionary theory, surveys of animal and plant diversity, and principles of population and community ecology. Lec. W 3:10, Th F 8-9:10; dis. M 8:20, T 9:20, W 9:20, W 10:20, or W 11:20. Stephen Tilley.
- [102a], 102b *Genetics and Evolutionary Mechanisms*. (Replaces 202a, 202b). Introduction to classical, molecular, and evolutionary genetics. Topics include the chromosome theory, genetic mapping, DNA structure and function, gene regulation, quantitative inheritance, genetic coadaptation, and inbreeding. Prerequisite: 101a or b. Lec. M 9:20-11:10, T 9:20, W 3:10; lab. M or T 1:10-4. Robert Merritt, Steven Williams.
- [103a, 103b *Cell and Molecular Biology*. (Replaces 201a, 201b). The structural and molecular bases of cellular functions. The cell as the fundamental unit of life, including: organellar functions; energetics; regulatory, physiological, and differentiation mechanisms; as well as some explication of the relationship of cellular function to higher levels of organization. Prerequisites: 101a or b and 102a or b, and Chemistry 101a and b or 102a and b. To be offered for the first time in 1984-85. Lec. M T 8-9:10, W 8:20; lab. M or T 1:10-4. Richard Briggs, Jeanne Powell, Stylianos Scordilis.]
- 111b *Plant Biology*. Plant structure and function at the cellular and organismal levels; phylogenetic survey of the plant kingdom; plants and civilization. Lec. W Th 9:20, F 9:20-11:10; lab. M T or Th 1:10-4. Thomas Frado.
- 130a *Vertebrate Zoology*. Evolution of form and function in vertebrates. Enrollment limited to 64. Lec. W Th F 9:20; lab. Th F 10:20-12:10 or Th F 1:10-3. Elizabeth Horner.
- 130b A repetition of 130a. Enrollment limited to 64. Lec. W Th F 9:20; lab. Th F 10:20-12:10 or Th F 1:10-3. Mary Laprade.
- 131a *Invertebrate Zoology*. The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function, and development are considered. Major groups studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, cnidarians, and echinoderms. Parasitism is considered as a biologically important symbiotic relationship. Lec. W Th F 9:20; lab. Th F 10:20-12:10 or Th F 1:10-3. Mary Laprade.
- 201a, 201b *Cell Biology*. An introduction to cellular and sub-cellular organization and function in representative examples from plants, animals, and unicellular

## BIOLOGICAL SCIENCES

- organisms, which illustrate the unity of biological material. Prerequisite: Chemistry 101a and b, or 102a and b, or the equivalent, or permission of the instructor. To be replaced by 103a, 103b in 1984-85. Lec. M T 8-9:10, W 8:20; lab. M or T 1:10-4. 201a: Stylianos Scordilis. 201b: Jeanne Powell.
- 202a *Genetics*. A study of the principles of inheritance at the molecular, cellular, organismal, and population levels. Prerequisite: Chemistry 101a or 102a. To be replaced by 102a, 102b. Lec. M T 8-9:10, W 8:20; lab. M or T 1:10-4. Robert Merritt.
- 210 *Horticulture*. Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Lec. M T 1:10; lab. M T 8:20-10:10 or M T 10:20-12:10 or M T 2:10-4.
- 211a *Morphology of the Non-vascular Plants*. Studies in the structure, reproduction, phylogeny, classification, and significance of algae, liverworts, and mosses. Prerequisite: 111b or permission of the instructor. W F 11:20, Th 10:20-12:10, and one hour to be arranged. David Haskell.
- 212b *Morphology of the Vascular Plants*. Studies in the structure, reproduction, phylogeny, classification, and significance of ancient and modern vascular plants including the ferns, fern allies, gymnosperms, and angiosperms. Prerequisite: 111b or permission of the instructor. W F 11:20, Th 10:20-12:10, and one hour to be arranged. David Haskell.
- 213b *Plant Systematics*. Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes, principles of classification, and identification of local flora. Field work. Prerequisite: 102a or b or 100a or b. Lec. Th 3:10-5; lab. F 1:10-4. John Burk.
- 220a *General Bacteriology*. Distribution, classification, and general morphology of bacteria, followed by an introduction to bacterial physiology and methods of controlling bacterial growth. Prerequisites: 103a or b or 100a or b, and Chemistry 101a and b, or 102a and b, or the equivalent. Lec. Th 1:10-3, F 1:10; lab. W 1:10-3, F 2:10-4. Elizabeth Tyrrell.
- 230a *Animal Physiology*. The strategies and mechanisms evolved by animals for dealing with movement, neural and hormonal control, circulation, respiration, fluid regulation, excretion, and digestion. Prerequisites: 103a or b or 100a or b, and Chemistry 101a and b, or 102a and b. W F 11:20, Th 10:20-12:10; lab. Th or F 1:10-4. Margaret Olivo, Richard Briggs.
- 231a *Embryology*. A study of gametes, fertilization, cleavage, gastrulation, and the early development of organ systems in amphibians, birds, and mammals. Prerequisite: 130a or b, or permission of the instructor. Lec. M T 8-9:10, W 8:20; lab. T 1:10-5. Jeanne Powell.
- 232a *Histology*. A study of animal tissues, including their origin, differentiation, microscopic anatomy, function, and arrangement in organs. Prerequisite: 103a or b or 201a or b. Lec. M 9:20-11:10, T 9:20; lab. M 1:10-4, W 3:10. Richard Briggs.



- 240a *Principles of Ecology*. Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Three hours of laboratory or fieldwork, with an optional Saturday field trip. Lec. M 9:20-11:10, T 9:20; lab. M or T 1:10-4. Stephen Tilley.
- 243b *Evolution and Systematics*. The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation, and the evolutionary basis of taxonomy. Prerequisite: 102a or b or 100a or b. M 11:20, T 10:20-12:10, W 10:20. Stephen Tilley.
- 300b *Neurophysiology*. The physiology of nervous systems, with an emphasis on cellular aspects. Topics include: sensory receptors, visual processing, ionic basis of nerve cell potentials, synapses, neural networks. Prerequisites: 103a or b or 201a or b, or 230a, or Psychology 211a and a year of chemistry. Lec. W F 11:20, Th 10:20-12:10; lab. Th or F 1:10-4. Richard Olivo.
- 302a *Molecular Biology*. The molecular basis of cell structure and function, with particular emphasis on protein biochemistry and related techniques of physical biochemistry. Prerequisites: 103a or b or 201a or b, and Chemistry 222a and b, and permission of the instructor. Dis. W 7:30-9:30; lab. Th 1:10-5. Stylianos Scordilis.
- 303b *Introduction to Biological Fine Structure*. An introduction to the basic theory of electron microscopy, discussion of recent advances in the fine structure of biological materials, and practice in the basic techniques of transmission and scanning electron microscopy. Admission by permission of the instructor. Prerequisites: 103a or b or 201a or b, and 232a or 212b. Lec. W F 1:10; lab. Th 12:50-5. Richard Briggs.
- 312a *Plant Physiology*. Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors; survey of some pertinent basic and applied research. Prerequisites: 103a or b or 201a or b or 111b. Lec. T 10:20-12:10, W 10:20; lab. Th 1:10-4. Thomas Frado.
- 322b *Principles of Virology*. Introduction to current concepts of virus multiplication and effects on host cells, techniques of virus propagation, and methods of titration and neutralization. Prerequisites: 220a and Chemistry 222a and b. Recommended: 103a or b or 201a or b. Lec. M T 12:50-2; lab. T 2:10-5 and one hour on W or Th. Elizabeth Tyrrell.
- 323a *Molecular Genetics*. The molecular basis of gene transmission and expression; the organization of genes and their regulation; uses of molecular cloning in genetic analysis. The laboratory uses the techniques of microbial genetics. Prerequisites: 103a or b or 201a or b, and 202a or b, and Chemistry 222a and b. Recommended: 220a. Lec. W Th 9:20, F 9:20-11:10; lab. M 1:10-4 and one hour to be arranged. Steven Williams.

## BIOLOGICAL SCIENCES

- 327a *Immunology*. An introduction to the immune system, with emphasis on antibody structure and the cellular, biochemical, and genetic bases of immunity. Special topics include transplantation, allergy, and immunological diseases. Prerequisites: 103a or b or 201a or b. Recommended: 220a. Lec. W Th 9:20, F 9:20-11:10; lab. T 1:10-5. Faye Schrater.
- 330b *Developmental Biology*. A study of the experimental evidence for interacting systems in fertilization and in the differentiation of tissues and organs, with special emphasis on the cellular and molecular mechanisms in development of organisms at a variety of levels of organization. Prerequisite: 103a or b or 201a or b, and Chemistry 222a and b. Lec. W Th F 9:20, F 10:20 at the option of the instructor; lab. T 1:10-5. Jeanne Powell.
- 333b *Biochemical Physiology*. A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Prerequisites: 103a or b or 201a or b, and 230a or 312a, and Chemistry 222a and b. Lec. M 9:20-11:10, T 9:20; lab. M or T 1:10-4. Stylianos Scordilis.
- [340a *Plant Ecology*. A study of plant communities and the relationship between plants and their environment, with emphasis on field work and review of current literature. Prerequisite: 102a or b or 100a or b. Lec. Th 3:10-5; lab. F 1:10-4. John Burk.]
- [341a *Biology of Populations*. An analysis of genetic, evolutionary, and ecological phenomena at the population level. Laboratories treat introductory biological statistics, genetics and demography of natural populations, and computer simulation. Prerequisite: 102a or b or 202a or b or 243b. Recommended: 240a and at least one course in mathematics. Offered in alternate years. Lec. W Th F 9:20, F 10:20 at the option of the instructors; lab. Th 1:10-4. Robert Merritt, Stephen Tilley.]
- 344b *Biogeography*. Study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. Offered in alternate years. M T 2:10-4. John Burk, Elizabeth Horner.
- 345b *Animal Behavior*. Study of vertebrate and invertebrate behavior; orientation, navigation, and migration; activity rhythms; social behavior, with emphasis on problems of communication; ethograms; learned and unlearned behavior as related to ecology and evolution. Prerequisites: three semester courses in zoology and environmental biology, and permission of the instructor. Lec. T 10:20-12:10; lab. Th 1:10-5. Elizabeth Horner.
- 350a, 350b *Special Studies*.

## SEMINARS

- 326b *Topics in Microbiology*. Recent developments in microbiology and immunology. Directed readings and group discussion. Prerequisite: 220a or 327a. Th 7:30-10. Faye Schrater.

## BIOLOGICAL SCIENCES

- 337b *Topics in Genetics*. Presentation and discussion of current research. Topic for 1983-84: Gene Expression. Prerequisite: 102a or b or 202a or b, or permission of the instructor. W 7:30-10. Steven Williams.
- [338a *Topics in Cell Biology*. Prerequisite: 103a or b or 201a or b.]
- [342a *Topics in Evolutionary Biology*. Presentation and discussion of current theories and research. Prerequisite: 243b. Normally alternates with 343b. M 2:10-4. Stephen Tilley.]
- [343b *Selected Environmental Problems*. Analysis and discussion of ecological factors related to current environmental problems and their solutions. Prerequisite: 240a or 340a or permission of the instructor. Normally alternates with 342a. Public Policy 303b may substitute for 343b within the major. John Burk.]

## GRADUATE

Adviser: Stylianos Scordilis.

Courses will be available as needed and may be open to seniors by special permission if they have satisfactorily completed all the requirements for the major.

400, 400a, 400b *Research and Thesis*.

404a, 404b *Advanced Studies in Molecular Biology*. Members of the department.

410a, 410b *Advanced Studies in Botany*. Members of the department.

420a, 420b *Advanced Studies in Microbiology*. Members of the department.

430a, 430b *Advanced Studies in Zoology*. Members of the department.

[432a *Advanced Vertebrate Anatomy*. Detailed comparative analysis of one or more organ systems, with emphasis on functional and evolutionary considerations. Admission by permission of the instructor. One hour of lecture and five or more hours of independent laboratory work. Elizabeth Horner.]

440a, 440b *Advanced Studies in Environmental Biology*. Members of the department.

450a, 450b *Seminar on Recent Advances and Current Problems in the Biological Sciences*. Selected topics for reading and individual reports. Members of the department.

## THE MAJOR

There are currently two alternative sets of requirements for the major. Students beginning college biology in 1983-84 by enrolling in Biological Sciences 101a or b should fulfill the new requirements; other students may fulfill the old requirements.

Prospective majors should take Chemistry 101a and b, or 102a and b, and Biological Sciences 101a or b during the freshman year. Biological Sciences 102a or b and 103a or b should then be completed as soon as possible, preferably by the end of the sophomore year. Chemistry 222a and b and Physics 115a and b are strongly recommended for all majors.



## BIOLOGICAL SCIENCES

Students who have attained scores of 4 or 5 on the College Board Advanced Placement examination in biology may be credited with one course toward the completion of the major, but are not exempted from 101a or b, 102a or b, or 103a or b.

Up to two semesters' credit in the major may be acquired from among the following: Chemistry 222 (one or both semesters), Chemistry 352b, Geology 231a, Psychology 103a or b, Psychology 311a or b. Special Studies or honors thesis must be taken above the twelve-course requirement for the major.

### NEW REQUIREMENTS

(For students beginning their study of biology in 1983-84 and thereafter)

Basis: 101a or b, 102a or b, 103a or b, and Chemistry 101a and b or Chemistry 102a and b.

Distribution: one course in each of two of the following three areas. Majors are strongly encouraged to take an additional course in the third area as an elective.

A. Organismal biology. For example: 111b, 130a or b, 131a, 220a.

B. Evolutionary and environmental biology. For example: 213b, 240a, 243b, 340a.

C. Cellular and regulatory biology. For example: 230a, 300b, 312a, 333b.

Advanced courses: two courses at the 300 level, at least one of which must be chosen from the department's offerings.

Additional courses: three electives. Altogether, twelve courses are required for the major.

### OLD REQUIREMENTS

(For students who began their study of biology prior to 1983-84)

Basis: Biological Sciences 100a or b and one year of introductory chemistry (Chemistry 101a and b, or 102a and b). Any alternatives require approval by the Chair of the department.

Requirements: nine semester courses above the basis for the major. At least four of the courses must be chosen from the core group listed below, and should be taken as early as possible in a student's career. A minimum of two courses must be at the 300 level, and at least one of these must be chosen from the department's offerings.

Core group: 111b; 130a or b or 131a; 201a or b; 202a or b; 220a; 240a or 243b.

Advisers: Students should choose their advisers, according to their interests, from the following list:

Botany: David Haskell.

Cell and molecular biology: Richard Briggs, Margaret Olivo.

Environmental and evolutionary biology: Stephen Tilley.

General biology: Mary Laprade.



Marine biology: Stephen Tilley, first semester; John Burk, second semester.

Microbiology: Elizabeth Tyrrell.

Neurobiology: Richard Olivo.

Zoology: Mary Laprade, Elizabeth Horner.

Adviser for Study Abroad: Stephen Tilley.

### HONORS

Director: Elizabeth Horner.

Basis: the same as that for the major.

501 *Thesis*.

Requirements: nine semester courses above the basis, as for the major, and one course in each semester of the senior year involving an individual investigation culminating in a thesis.

An examination and an oral presentation and defense of the thesis.

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### NEUROSCIENCE

Students interested in neuroscience are urged to major in either biological sciences or psychology. These students should consult Richard Olivo (Biological Sciences), Margaret Olivo (Biological Sciences), Donald Reutener (Psychology), or Leanna Standish (Psychology) early in their college careers.

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### PRE-MEDICAL AND PRE-HEALTH PROFESSIONAL PROGRAMS

Advisers: Richard Briggs (Biological Sciences), Randy Frost (Psychology), Margaret Olivo (Biological Sciences), Jeanne Powell (Biological Sciences), Elizabeth Tyrrell (Biological Sciences).

Students may prepare for medical school by majoring in any department if they include in their program courses that meet the minimum requirements for entrance to most medical schools. These requirements are: one year each of English, inorganic chemistry, organic chemistry, physics, and general biology. Other courses often recommended are vertebrate zoology, genetics, embryology, physical chemistry, and mathematics through calculus. Since medical schools differ in the details of their requirements, students should inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Students interested in other health-related professions should also consult one of the above advisers for assistance in planning their programs.

## CHEMISTRY

PROFESSORS:	*MILTON DAVID SOFFER, PH.D. GEORGE MORRISON FLECK, PH.D., <i>Chair</i> KENNETH PAUL HELLMAN, PH.D. THOMAS HASTINGS LOWRY, PH.D.
ASSOCIATE PROFESSOR:	†CHARLES LEVIN, PH.D.
ASSISTANT PROFESSORS:	MARY KATHERINE DYGERT, PH.D. ROBERT G. LINCK, PH.D. STUART ROSENFELD, PH.D.
LECTURER AND LABORATORY SUPERVISOR:	LÂLE AKA BURK, PH.D.
LECTURER:	DOROTHY ELLEN HAMILTON, B.S.
LABORATORY INSTRUCTOR:	VIRGINIA WHITE, M.A.

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect Chemistry 102a and b in the freshman year, and are advised to complete Mathematics 122a or b the first year. Physics 115a and b are strongly recommended for all majors.

All intermediate courses require as prerequisite a year of General Chemistry or an Advanced Placement score of 4 or 5. Students who wish to elect Chemistry 101a or 102a, and who offer entrance units in chemistry, *must take* the departmental placement examination at the opening of college before the beginning of classes.

- 101a *General Chemistry*. A basic course dealing with atomic and molecular structure and concepts of equilibrium. Techniques of quantitative analysis are introduced in the laboratory. Lec. W F 11:20, Th 10:20-12:10; lab. M T W or Th 1:10-4 or M 7-9:50. Kenneth Hellman, Virginia White.
- 101b *General Chemistry*. Application of principles of molecular structure and thermodynamics to acid-base and oxidation-reduction reactions of selected elements and their compounds and to properties of solids. Colorimetry, pH titrations, and other quantitative techniques are included in the laboratory. Prerequisite: 101a. Lec. W F 11:20, Th 10:20-12:10; lab. M T or Th 1:10-4 or M 7-9:50. Kenneth Hellman, Virginia White.
- 102a *General Chemistry*. For majors in physical science (including biochemistry) and others seeking a strong background in chemistry. Atomic structure, molecular structure and bonding, periodicity and chemical properties, chemical equilibria, and stoichiometry are among the topics covered. Prerequisites: strong secondary school preparation in mathematics and laboratory science, including at least one entrance unit in chemistry; and Mathematics 121a or b or its equivalent (which may be taken concurrently). Lec. W F 11:20, Th 10:20-12:10; lab. M T or W 1:10-4. Robert Linck, Virginia White.
- 102b *General Chemistry*. A continuation of 102a, this course quantitatively covers thermodynamics, electrochemistry, and kinetics in the lecture and the laboratory. Coordination chemistry, nuclear chemistry, and fundamental inorganic chemistry are qualitatively introduced. Prerequisite: 102a. Lec. W F 11:20, Th 10:20-12:10; lab. M T or W 1:10-4. Robert Linck, Virginia White.

- 222a *Organic Chemistry*. An introductory course in the theory and practice of organic chemistry. Organic nomenclature, structure, and spectroscopy, and the chemistry of saturated and unsaturated hydrocarbons, alkyl halides, and alcohols. Prerequisite: two semesters of General Chemistry. Lec. M 11:20, T 10:20-12:10, W 10:20; lab. M T W Th or F 1:10-4 or M 7-9:50 or Th 9:20-12:10. Stuart Rosenfeld, Lâle Burk, Milton Soffer.
- 222b A continuation of 222a. The chemistry of ethers, the carbonyl group, amines, and aromatic substances. Prerequisite: 222a. Lec. M 11:20, T 10:20-12:10, W 10:20; lab. M T W Th or F 1:10-4 or Th 9:20-12:10. Stuart Rosenfeld, Lâle Burk, Milton Soffer.
- 231a *Physical Chemistry*. The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics, and kinetic-molecular theory. Prerequisites: one year of General Chemistry and Mathematics 122a or b. Mathematics 202a or b and Physics 115a and b are strongly recommended. Lec. M 11:20, T 10:20-12:10, W 10:20; lab. M or Th 1:10-4. George Fleck.
- 231b *Physical Chemistry*. The macroscopic viewpoint: chemical kinetics and chemical thermodynamics with applications to gases, solutions, homogeneous and heterogeneous equilibria, and electrochemistry. Prerequisite: 231a. Lec. M 11:20, T 10:20-12:10, W 10:20; lab. Th or F 1:10-4. Mary Dygert.
- 235a *Physical Chemistry of Biochemical Systems*. A one-semester course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 222a and b and Mathematics 122a or b. Lec. M 11:20, T 10:20-12:10, W 10:20; lab. T or F 1:10-4. Mary Dygert.
- 246b *Analytical Chemistry*. A laboratory-oriented course in quantitative chemical analysis, emphasizing the practice of volumetric and gravimetric experimental methods, and the theory of solution equilibria. Prerequisites: 101a and b or 102a and b, and Mathematics 122a or b. Lec. Th F 8:20; lab. W 1:10-4. Th 1:10-5. George Fleck.
- 301, 301a, 301b *Special Studies*.
- 305a *Advanced Laboratory, I*. Advanced techniques of experimentation in the synthesis and identification of organic, inorganic, and bio-organic substances. Prerequisites: 222a and b. Lab. T F 1:10-4; dis. W 1:10-3. Dorothy Hamilton.
- 305b *Advanced Laboratory, II*. A continuation of 305a with emphasis on characterizing the physical properties of the organic and inorganic substances synthesized. Prerequisite: 305a. Lab. M T 1:10-4; dis. W 1:10-3. Milton Soffer, Dorothy Hamilton.
- 313a *Advanced Inorganic Chemistry*. A study of current topics in inorganic chemistry. Prerequisites: 222a and b and 231a and b. M T W 8-9:10. Robert Linck.

## CHEMISTRY

- 323b *Organic Mechanisms*. Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 222a and b; 231b may be taken concurrently. W Th 9:20, F 9:20-11:10.
- 352b *Biochemistry*. The chemistry of biologically active substances. Prerequisites: 222a and b, 231a and b or 235a, and an introductory course in a biological science. Lec. W 3:10, Th F 8-9:10; lab. M 1:10-4. Kenneth Hellman.

## GRADUATE

Adviser: Milton Soffer.

400, 400a, 400b *Research and Thesis*.

401a, 401b *Special Studies*.

- 457a *Selected Topics in Biochemistry*. A detailed treatment, from the chemical standpoint, of selected topics of current biochemical interest. Prerequisite: 352b. Kenneth Hellman, Mary Dygert.

## THE MAJOR

Advisers: members of the department.

Adviser for Study Abroad: Lâle Burk.

Required courses: 101a and b or 102a and b; 222a and b; 231a and b; 246b; 305a and b; 313a; Mathematics 122a or b. Majors should if possible elect 231a and 305a concurrently; 231b and 305b concurrently.

Students planning graduate study in chemistry are advised to include Physics 115a and b and Mathematics 202a or b, or 201a or b, in their programs of study.

## HONORS

Director: Kenneth Hellman.

Required courses: the same as for the major.

501 *Thesis*.

An individual investigation pursued throughout the senior year (501).

An oral examination.

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## CHINESE

SEE P. 211.



## CLASSICAL LANGUAGES & LITERATURES

PROFESSORS:	GEORGE EDWARD DIMOCK, JR., PH.D. †CHARLES HENDERSON, JR., PH.D.
ASSOCIATE PROFESSORS:	THALIA ALEXANDRA PANDIRI, PH.D. JUSTINA WINSTON GREGORY, PH.D., <i>Chair</i>
ASSISTANT PROFESSOR:	ANDREW LAUGHLIN FORD, PH.D.
LECTURER:	SUSAN SKULSKY, M.A.
MELLON LECTURER:	BRENT W. SINCLAIR, PH.D.

Majors are offered in Greek, Latin, Classics, and Ancient Studies. Properly qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome. (See p. 19.)

Students planning to major in Classics or in Ancient Studies are advised to take relevant courses in other departments, such as art, English, history, philosophy, and modern foreign languages.

### GREEK

- 111 *Elementary Course*. Introduction to the language; selections from Greek literature. M T W Th F 8:20. Brent Sinclair.
- 111bb *Intensive Elementary Greek*. An intensive course in Greek grammar, designed to prepare the beginner to enter Greek 212a in the following semester. Selected readings from the New Testament, Plato, lyric poetry. *Two semesters' credit*. No prerequisite. M T 12:50-2, W Th F 1:10. Thalia Pandiri.
- 212a *Attic Prose and Drama*. Prerequisite: two units in Greek or 111 or 111bb. M 11:20, T 10:20-12:10, W 10:20. Justina Gregory.
- 212b *Homer, Iliad*. Prerequisite: 212a or permission of the instructor. W F 11:20, Th 10:20-12:10. Andrew Ford.
- 221b *Prose Composition*. Prerequisite: 212b or permission of the instructor. One class hour. *One-half course credit*. George Dimock.
- 301a, 301b *Special Studies*. Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek.
- [321b *The Drama: Sophocles and Euripides*. Prerequisite: 212b or three units in Greek.]
- 322a *Homer*. Prerequisite: 212b or permission of the instructor. W F 1:10, Th 2:10. Andrew Ford.
- [323a *Herodotus*. Prerequisite: 212b or three units in Greek. M 9:20-11:10, T 9:20. Justina Gregory.]
- [324b *Plato and Aristophanes*. Prerequisite: 323a or permission of the instructor. M 9:20-11:10, T 9:20. Thalia Pandiri.]
- 325b *Sophocles and Thucydides: Athens, the Tyrant City*. A study of how two contemporaries, a tragedian and a historian, viewed the causes and costs of the civil wars that ended in the collapse of the Athenian empire. Prerequisite: 322a or permission of the instructor. M 11:20, T 10:20-12:10, W 10:20. George Dimock.

## CLASSICAL LANGUAGES & LITERATURES

- [331a *Drama*. Prerequisite: 322a, 324b, or permission of the instructor. T 2:10-4, Th 2:10. Thalia Pandiri.]
- [332b *Greek Historians*. Prerequisite: 322a, 323a, 324b, or permission of the instructor.]
- [333a *Selections from Lyric and Pastoral Poets*. Prerequisite: 322a, 324b, or permission of the instructor.]
- [334b *Plato*. Prerequisite: 322a, 324b, or permission of the instructor.]
- 336a *Aeschylus and Herodotus: Athens, the Savior of Greece*. A study of how two fifth-century authors, a tragedian and a historian, viewed the wars against Persia that were to transform Athens into an imperial power. Prerequisite: a course at the 320 level, or permission of the instructor. M 11:20, T 10:20-12:10. W 10:20. Thalia Pandiri.

### GRADUATE

- 451a, 451b *Studies in Greek Literature*. This will ordinarily be an enriched version of 331a, 332b, 333a, or 334b.

See also Religion 287b *Greek Religious Texts* and 382b *Directed Reading in Religious Texts: Hebrew, Greek, or Latin*.

Adviser of graduate study: Andrew Ford.

### LATIN

- 111 *Elementary Course*. Fundamentals of grammar, with selected readings from Latin authors in the second semester. M T W Th F 8:20. Susan Skulsky.
- 111bb *Intensive Elementary Latin*. An intensive course in Latin grammar, designed to prepare the beginner to enter Latin 212a in the following semester. Selected readings. *Two semesters' credit*. M T 12:50-2, W Th F 1:10. Justina Gregory.
- 211a *Readings in Latin Literature*. Thorough review of fundamentals. Selections from poetry, history, biography, fable, and romance. Prerequisite: two units of Latin, or 111bb, or 111. W Th 9:20, F 9:20-11:10. Brent Sinclair.
- 212a *Poetry of Ovid*. Review of fundamentals: selections from the *Metamorphoses* and other poems. Prerequisite: 111, or two units of Latin, or the equivalent. W Th 9:20, F 9:20-11:10. Andrew Ford.
- 212b *Virgil, Aeneid*. Prerequisite: 212a or permission of the instructor. W Th 9:20, F 9:20-11:10. George Dimock.
- 213b *Medieval Latin*. Selected readings from prose and poetry by a wide range of authors, from the third century to the fourteenth. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: 211a, 212a, or the equivalent. W Th 9:20, F 9:20-11:10. Thalia Pandiri. (E)

## CLASSICAL LANGUAGES & LITERATURES

- 214a *Catullus and Horace*. Prerequisite: 212b or three units in Latin, including Virgil, or permission of the instructor. W F 11:20, Th 10:20-12:10. Justina Gregory.
- 214b *Livy*. Prerequisite: 214a or permission of the instructor. W F 1:10, Th 2:10. Andrew Ford.
- 221a *Prose Composition*. Prerequisite: 214b or permission of the instructor. One class hour. *One-half course credit*. Justina Gregory.
- 301a, 301b *Special Studies*. Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin.
- [321a *Roman Comedy*. Prerequisite: 214b or permission of the instructor.]
- [322b *Medieval Latin*. A study of a wide variety of authors and genres, focusing on the survival of the classical tradition into the Middle Ages and on sacred and profane concerns of Latin medieval culture. Prerequisite: 214b or permission of the instructor.]
- [323a *Sallust and Tacitus*. Prerequisite: 214b or permission of the instructor. To be offered in 1984-85. Brent Sinclair.]
- [324b *Latin Elegy and Pastoral Poetry*. Prerequisite: 214b or permission of the instructor. To be offered in 1984-85. Brent Sinclair.]
- 325a *Petronius and Apuleius: Two Roman Novelists*. Readings from the *Satyricon* and the *Golden Ass*, with special attention to shared and unique features, humor and didacticism, realism and fantasy. Prerequisite: 214b. W F 11:20, Th 10:20-12:10. Brent Sinclair. (E)
- [333b *Virgil's Aeneid: Advanced Course*. Prerequisite: 321a, 322b, 323a, or 324b, or permission of the instructor. To be offered in 1984-85. Charles Henderson.]
- [334a *Latin Satire*. Prerequisite: 321a, 322b, 323a, or 324b, or permission of the instructor. To be offered in 1984-85. Charles Henderson.]
- 335b *Cicero*. Prerequisite: 321a, 322b, 323a, or 324b, or permission of the instructor. W F 11:20, Th 10:20-12:10. Brent Sinclair.
- 336a *Lucretius*. Prerequisite: 321a, 322b, 323a, or 324b, or permission of the instructor. W F 11:20, Th 10:20-12:10. George Dimock.

### GRADUATE

- 451a, 451b *Studies in Latin Literature*. This will ordinarily be an enriched version of 333b, 334a, 335b, or 336a.

Adviser of graduate study: Charles Henderson.

### CLASSICS, GREEK, OR LATIN

- 340b *Senior Seminar*. Integrating seminar open only to senior Classics, Ancient Studies, Greek, and Latin majors. M 9:20-11:10, T 9:20. Justina Gregory.

## CLASSICAL LANGUAGES & LITERATURES

### GRADUATE

450, 450a, 450b *Research and Thesis*. 450a or 450b may be taken for double credit.

### CLASSICS IN TRANSLATION

- 227a *Classical Mythology*. The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Some attention to modern retellings of ancient myths. W 11:20, Th 10:20-12:10. Andrew Ford.
- [228a *The Tragic View*. The tragedy of human existence as reflected in Western dramatic literature from ancient to modern times. Authors to be read and discussed include Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Chekhov, Ibsen, Brecht, Sartre. To be offered in 1984-85.]
- [229b *The Archaic Mind: Greece, 650-450 B.C.* The foundations of the great Athenian enlightenment of the fifth century. Focus on texts presenting major political, ethical, and aesthetic developments of the period between the end of the Homeric age and the dawn of democracy. Selections from Hesiod, Sappho, Solon, Pindar, Heraclitus, Zeno, and others considered in their historical context. Andrew Ford. (E)]
- [270a *The Ulysses and Prometheus Themes in Western Literature*. Same as Comparative Literature 270a.]
- 305a *Studies in the Novel*. Same as Comparative Literature 305a.

### THE MAJOR IN GREEK, LATIN, OR CLASSICS

Advisers: members of the department.

Adviser for Study Abroad: Thalia Pandiri.

Basis: in Greek, 111 or 111bb; in Latin, 111 or 111bb; in Classics, Greek 111 or 111bb, and Latin 111 or 111bb.

Requirements: in Greek, eight semester courses in the language in addition to the basis; in Latin, eight semester courses in the language in addition to the basis; in Classics, eight semester courses in the languages in addition to the basis and including not less than two in either language. In addition, all majors are required to take Classics 340b in the senior year.

### HONORS IN GREEK, LATIN, OR CLASSICS

Directors: George Dimock, Justina Gregory.

501a *Thesis*.

Requirements: the same as those for the major, with the addition of a thesis (501a), equivalent to one or two semester courses, to be written in the first semester of the senior year.

An examination in the general area of the thesis.



INTERDEPARTMENTAL MAJOR  
IN  
COMPARATIVE LITERATURE

ASSOCIATE PROFESSOR: †ANN ROSALIND JONES, PH.D.  
LECTURER: BELLA BRODZKI, PH.D.

Advisers: David Ball (French); Alice Clemente (Spanish and Portuguese); Elizabeth Harries (English), *Director*; †Ann Jones; Thalia Pandiri (Classics); §Judith Ryan (German); †Marilyn Schuster (French); Hans Vaget (German).

A comparative study of literature in at least two languages, one of which may be English. The major is limited to twenty students each from the junior and senior classes.

GENERAL LITERATURE 291, *A Survey of Selected Literary Masterpieces from Homer to Tolstoy* (see p. 211), an interdepartmental course, is a prerequisite for the senior seminar; students interested in Comparative Literature should take it as early as possible. Freshmen eligible for advanced placement in English by virtue of a score of 4 or 5 and freshmen with a high SAT or English achievement score may register for GENERAL LITERATURE 291.

Comparative Literature courses are not open to freshmen without the permission of the instructor. After the freshman year all second- and third-level courses are open to all students unless otherwise specified.

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In all Comparative Literature courses, readings and discussion are in English but students are encouraged to read works in the original and to consult original texts wherever possible.

## GENRE

- 223b *Women's Autobiography*. Explorations of women's life studies from medieval times through the twentieth century, with emphasis on the modern. Critical focus on how women's autobiographies deviate from the canonical definition and how generic boundaries can be expanded to include memoirs, letters, diaries, and other discontinuous narrative forms. Authors such as Kempe, St. Teresa, Thornton, Stein, Brittain, Weil, de Beauvoir, Wolf, Angelou, Kingston. To be offered in 1983-84 only. W 11:20, Th 10:20-12:10. Bella Brodzki.
- [228a *The Tragic View*. Same as Classics 228a.]
- [246b *The Picaresque Tradition*. A study of the origin and development of the picaresque novel from its beginnings in Spain (*Lazarillo de Tormes*) through the works of Quevedo, Lesage, Scarron, Defoe, Smollett, Fielding, Mann, Grass, Twain, and Bellow. T 2:10-4, Th 2:10. Alice Clemente (Spanish and Portuguese).]
- 251b *Studies in Short Fiction*. Topic for 1983-84: Literature and Film. A study of selected works of short fiction and of their adaptations to film. Works by Heinrich von Kleist, Guy de Maupassant, Anton Chekhov, Thomas Mann, Tillie Olsen, and others; films by Eric Rohmer, Max Ophuls, Josef Cheifetz, Luchino Visconti, and others. W F 12:50-2. Hans Vaget (German).

## COMPARATIVE LITERATURE

- [262b *Theatre about Theatre*. An exploration of some ways in which dramatists have expressed, in their plays, ideas about the theatre. Emphasis on the changing intent and scope of such plays: from criticism to theatrical styles to critical inquiry into the nature and function of the theatre itself. Authors studied include Molière, Tieck, Pirandello, Anouilh, Ionesco, Genet, Jack Gelber, Peter Handke. W Th F 11:20. David Ball (French).]
- 305a *Studies in the Novel*. Topic for 1983-84: The Prose Romance. Romance and romance parody from antiquity to the present. Discussion of the forms as they reflect and criticize the values and conventions of their times. Works by such authors as Longus, Achilles Tatius, Heliodorus, Sidney, Nashe, Walpole, Austen, Atwood. M 9:20-11:10, T 9:20. Thalia Pandiri (Classics).
- 353a *Sonnets and Sonnet Cycles*. Tradition, translation, and transformation through the centuries, as seen in selected poets (Dante, Petrarch, Garcilaso, Camões, Góngora, DuBellay, Sidney, Shakespeare, Wordsworth, Rilke, Yeats, and others). Exploration of variation in sonnet patterns and themes and of the structures of sonnet cycles. T 4:10, Th 3:10-5. Alice Clemente (Spanish and Portuguese).

## PERIOD, MOVEMENT

- [222a *Women Writing: Twentieth-Century Fiction*. Explorations of twentieth-century fiction written in French and English by women. Focus on the tensions between stereotype and self-definition, convention and innovation, construction and deconstruction of narrative form in contemporary fiction by women. Emphasis on literary works with some reference to French and Anglo-American critical trends (literary and feminist) as they impinge on literary creation. Authors such as Colette, Beauvoir, Wittig, Stein, Woolf, Lessing, Rule, Atwood, Olsen, and Morrison. T Th 1:10, W 2:10, M 1:10 at the option of the instructor. Ann Jones.]
- [238b *Romanticism*. A comparative analysis of representative English, French, and German works written between 1770 and 1830. Emphasis on new forms and critical concepts, with some attention to the historical, artistic, and musical background. Authors studied may include Rousseau, Goethe, Schiller, Wordsworth, Coleridge, Hölderlin, Keats, Shelley, Hugo. T Th 12:50-2. Elizabeth Harries (English).]
- 242b *Post-War Poetry of Eastern Europe*. See Five College Course Offerings by Five College Faculty, p. 214. Joseph Brodsky.
- 266b *The Symbolist Movement*. Topic for 1983-84: Symbolist Poetry in France, Spain, and Latin America. The study of symbolism in poetry as an international phenomenon: its European conventions and its transformation and parody in Spanish and Latin American texts. Authors include Baudelaire, Verlaine, Rimbaud, Mallarmé, Laforgue, Darío, Machado, Lugones, and Gorostiza. T Th 1:10, W 2:10. Juan Gelpí-Pérez (Spanish and Portuguese).
- [271a *Richard Wagner*. See Inter- and Extra-departmental Courses, p. 213.]

- 283a *The Balzacian Heritage*. Balzac as the initiator of the cyclical, metropolitan novel, with its impulse toward social encyclopaedism and fecundity. Such a tradition studied in the works of Zola, Proust, James, and Joyce. A reading knowledge of French required. W 11:20, Th 10:20-12:10. Josephine Ott (French).
- 309b *Arthurian Literature of the Middle Ages*. The historical Arthur and related early legends and tales as they originated in Britain, Ireland, and Brittany, and developed in romances proper in France, Germany, and Britain from the twelfth century through the fifteenth. Authors and anonymous works include *The Mabinogian*, various Irish sagas, Geoffrey of Monmouth, Chrétien de Troyes, Wolfram von Eschenbach, Gottfried von Strassburg, the *Gawain* Poet, *The Alliterative Morte Arthure*, Malory's *Morte Darthur*, and Arthurian ballads. Enrollment limited to 25. W Th F 9:20, F 10:20 at the option of the student. Vernon Harward (English).
- [318a *The Realistic Mode*. The theory, practice, evaluations, and transformations of literary Realism, with particular attention to works by Balzac, Flaubert, Zola, George Eliot, James, Gissing, and others, and a consideration of the relation between and distinctiveness of French and British Realism. Limited to 25. W 11:20, Th 10:20-12:10, F 11:20 at the option of the student. Elizabeth von Klemperer (English).]
- [327a *Aestheticism and Decadence*. Same as English 327a.]
- 335b *Poetry and Music of the Troubadours*. See Inter- and Extra-departmental Courses, p. 213.
- [339b *Arcadia and Utopia in the Renaissance*. Same as Italian 339b.]
- 350b *Renaissance Portraits*. A study of works by representative authors of the Renaissance with particular focus on the portrayal of ideals or models as aesthetic creations: the humanist, the courtier, the lover, the statesman, the hero, and the intellectual. Exploration of the biography, essay, treatise, and lyric as modes of self-reference. Authors include Castiglione, Marguerite de Navarre, Michelangelo, Leonardo, Machiavelli, Erasmus, Montaigne and others. T 2:10-4. Alfonso Procaccini (Italian).
- 360a *The Modernist Movement*. The revolution which transformed Western art and literature in the twentieth century; the breakdown of traditional forms and the attempt to find new structures and images appropriate to our age. Literature and manifestos of the dada, surrealist and futurist movements. Authors studied include Rimbaud (as precursor), Marinetti, Apollinaire, Mayakovsky, Breton, Pound, Eliot, Artaud, Dos Passos, William Carlos Williams. Some consideration of pictorial art and the film, and of the present and future of Modernism. W F 1:10, Th 2:10. David Ball (French).

## THEME

- [235b *Literature and Cultural Nationalism*. A study of the representation of the Indian, the Black, and the Frontier in modern Brazilian and North American



## COMPARATIVE LITERATURE

- literature. Some issues and themes: the transformation of colonial cultural values and the search for a new humanism; Afro-Brazilian and Afro-American sensibilities; the whitening of the Indian and the Indianizing of the White; the Brazilian Backlands as Epic and the demythologizing of the American West. W Th F 9:20. Charles Cutler (Spanish and Portuguese).]
- 236b *The Heroline as Reader*. An examination of characters in literature as readers, and of the ways literature affects their lives. Some attention to theories of reading and of the reading process. Authors such as Dante, Cervantes, Lennox, Austen, Eliot, Flaubert, Borges, Roth, Calvino. To be offered in 1983-84 only. M 9:20-11:10, T 9:20. Bella Brodzki.
- [270a *The Ulysses and Prometheus Themes in Western Literature*. A comparative analysis of classical, romantic, and modern views of man's quest for knowledge and his rivalry with the gods. Focus on the different approaches different cultures take in interpreting the myths of Prometheus and Ulysses. Authors include Homer, Aeschylus, Sophocles, Euripides, Goethe, Shelley, Kazantzakis. M 9:20-11:10, T 9:20. Thalia Pandiri (Classics).]
- [287b *Metamorphosis as a Motif in Western Literature*. A study of ways in which the motif of fantastic bodily change has characteristically lent itself to the literary exploration of certain related anxieties. How does the victim sustain or surrender his claims to a past, a mind, and status as a person? Is the threat to these claims a challenge to the similar claims we take for granted on our own behalf? Among the illustrative texts are works by Homer, Ovid, Marie de France, Dante, Shakespeare, Kafka, and Woolf. W Th F 9:20. Harold Skulsky (English).]
- 295a *The Imagination and the City*. Interpretations of urban experience and the urban scene, especially London and Paris, by such writers as Balzac, Baudelaire, Dickens, Conrad, and James. Transformations of the city as labyrinth, wilderness, vision, and place of initiation as well as social and architectural fact. Occasional attention to the modern metropolis in visual art. W Th F 9:20, F 10:20 at the option of the student. Elizabeth von Klemperer (English).
- 352b *The Don Juan Theme*. Why Don Juan? What did he and what does he "mean"? The literary and moral transformation of the Don Juan figure from Tirso de Molina (its creator) through such artists as Molière, Mozart, Laclos, Kierkegaard, Shaw, Camus, and Ingmar Bergman, with particular attention to the distinctive genius of each author and his time. M T 11:20, W 10:20. David Ball (French).
- 361a *The Faust Myth*. Since its emergence in the sixteenth century, the Faust myth has served as a focal point for the literary imagination of the West to examine the nature and the limits of man's thirst for knowledge, power, and self-realization. Changing artistic perceptions of the Faust myth in different periods and cultures studied through representative Faust works, chiefly in literature (Marlowe, Goethe, Valéry, Bulgakov, T. Mann), but also in opera (Berlioz,



## COMPARATIVE LITERATURE

Gounod, Boito) and film (Murnau, R. Clair, Autan-Lara). M T 12:50-2. Hans Vaget (German).

### CRITICAL THEORY AND METHOD

- 296a *Proseminar: The Comparatist's Perspective on Literature*. The analysis of literary texts of various genres as they are interpreted by psychoanalytical, Marxist, and structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about the writing and reading of literature and about the status of literature itself. Readings include Freud, Benjamin, Brecht, Jakobson, Levi-Strauss, Barthes. Limited to juniors and seniors except by permission of the instructor. M 11:20, T 10:20-12:10, W 10:20. Bella Brodzki.
- 340b *Problems in Literary Theory*. A seminar required of senior majors in Comparative Literature, designed to explore one broad issue in literary criticism (for example, evaluation, inter-textuality, genre) chosen during the fall semester by the students themselves. Prerequisites: GENERAL LITERATURE 291 and Comparative Literature 296a, or permission of the instructor. W 7:30-9:30. Elizabeth Harries (English).
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301, 301a, 301b *Special Studies*. Admission by permission of the instructor and director.

The following courses outside the Comparative Literature Program may be of particular interest: English 240a, 241a, 331a, 340b; Italian 333a, 334a.

### THE MAJOR

Before entering the major, the student must prove her proficiency in the foreign language or languages of her choice at the level of German 225a, Greek 212a, Italian 226a, Latin 212b, Russian 231a, Spanish 215a or 216a, or any one of the following French courses: 210a or b, 211b, 216a or b, 228b. French 219a or b may be counted as one of the three advanced courses in literature required for the Comparative Literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements for the major:

Eleven semester courses:

- a. three Comparative Literature courses: one must deal with a period or movement, one a genre, and one a theme (only courses with a primary listing under Comparative Literature or cross-listed with a Comparative Literature number count as Comparative Literature courses);
- b. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (200-level courses in English, with the exception of 200a, 201b, 210b, may be counted

## COMPARATIVE LITERATURE

toward the major). No foreign literature in which the reading is assigned in English translation may be counted as a foreign language course toward the Comparative Literature major;

- c. Comparative Literature 296a and Comparative Literature 340b. (Note that GENERAL LITERATURE 291 is a prerequisite for 340b and should be taken as early as possible.)

### HONORS

Director: Elizabeth Harries.

501a *Thesis*.

Requirements: the same as those for the major, with the addition of a thesis (501a), equivalent to one semester course, to be written in the first semester of the senior year; an oral examination in the area of the thesis, and a written examination in Comparative Literature, drawing particularly on the literatures in which the student has done her advanced work.

INTERDEPARTMENTAL MAJOR  
IN  
COMPUTER SCIENCE

PROFESSOR:       BERT MENDELSON, PH.D.  
ASSISTANT PROFESSOR: JANE C. HILL, PH.D.  
LECTURER:       PATRICIA GRAY COLSON, M.ED.

- 115a, 115b *Introduction to Computing and Computer Programming*. Principles of structured programming and algorithm design. Files, arrays, procedures and parameters, block structure, sets, records, simulation, and searching and sorting. The language Pascal is used. Lecture, discussion, and laboratory. Two-hour laboratory period to be arranged. M 9:20-11:10, T 9:20. 115a: Bert Mendelson; 115b: Patricia Colson.
- 201b *Microcomputers and Assembly Language*. An introduction to the internal workings of computers ("computer architecture"), using the AIM-65 as an example. Its assembly language studied in relation to the assembly languages of other computers, with attention to its dependence upon the physical design of the computer and the interface between the computer and the outside world, including laboratory applications. Prerequisite: 115a or b or permission of the instructor. W F 1:10-3; laboratory to be arranged.
- 212a, 212b *Data Structures*. Various data structures such as lists, stacks, queues, trees, networks, and compound structures; data abstraction and primitive operations on these structures. Creation and analysis of algorithms to process these structures. The programming language Pascal is used. Prerequisite: 115a or b, and some college-level mathematics. 212a: W Th F 9:20, Patricia Colson. 212b: M 11:20, T W 10:20, Bert Mendelson.
- 240a *Computer Graphics*. Graphics primitives. Hardware and packages. Interactive devices and techniques. Geometric transformations in two and three dimensions. Modeling and object hierarchies. Advanced topics as time permits. Prerequisite: 212a or b. W Th F 11:20. Patricia Colson. (E)
- 250a, 250b *Foundations of Computer Science*. Set theory, algebra, logic, and combinatorial circuits; automata and finite state machines, regular sets and regular languages; push-down automata and context free languages; computability and Turing machines. Prerequisite: 115a or b, and some college-level mathematics. 250a: M 11:20, T W 10:20, Jane Hill. 250b: W Th F 11:20.
- 262a *Introduction to Operating Systems*. Process management, problems of managing concurrent cooperating processes, memory management, input-output devices and file management. Prerequisite: 212a or b. M T 1:10, W 2:10. Jane Hill. (E)
- [270a *Topics in Programming Methodology*.]
- 280b *Topics in Programming Languages*. Topic for 1983-84: Organization and Design of Programming Languages. Syntax, data types, control structures and data flow, binding, procedural abstraction, parameters, block structures, jumps, parsing, and semantics. Prerequisites: 115a or b, 212a or b, 250a or b. T Th 1:10, W 2:10. Bert Mendelson.

## COMPUTER SCIENCE

- 290a *Introduction to Artificial Intelligence*. Machine learning, issues of representation and control, LISP programming, search strategies, and applications. Prerequisite: 212a or b. M 9:20-11:10, T 9:20. Jane Hill.
- 301a, 301b *Special Studies*. For senior majors, by arrangement with the major adviser.
- 330a *Topics in Information Systems*.
- 362b *Systems Programming*. An introduction to the major aspects of systems programming; assemblers and loaders; compilers; major functions of operating systems, such as memory management, file systems, input-output, multi-programming, and privacy. Prerequisite: 201b and 262a. M T 1:10, W 2:10. Jane Hill.
- [380b *Advanced Topics in Programming Languages*. Prerequisite: 280b.]
- 390b *Seminar in Artificial Intelligence*. Representation and notation, LISP, search strategies, control, communication and perception, applications. Prerequisite: 290a. M T W 8:20. Jane Hill. (E)

## THE MAJOR

Advisers: Michael Albertson (Mathematics), Patricia Colson, Bruce Hawkins (Physics), Jane Hill, Bert Mendelson, Charles Staelin (Economics).

Basis: Computer Science 115a or b.

Requirements: ten semester courses, not including the basis. Required courses: 201b, 212a or b, 250a or b, Mathematics 122a or b, Mathematics 201a, and one of the following: Mathematics 247a, Economics 280b, Government 365a, or Psychology 203a. Four additional courses are required; two of the four may be outside the major. A partial listing of such courses will be available from the advisers. At least one computer science course must be at the advanced level.

## HONORS

Director: Bert Mendelson.

Requirements: normally the requirements for the major and a thesis in the senior year. The specific program will be designed with the approval of the director.



## DANCE

PROFESSOR:	ROSALIND SHAFFER DEMILLE, M.A.
ASSOCIATE PROFESSOR:	SUSAN KAY WALTNER, M.S.
ARTIST IN RESIDENCE:	GEMZE DE LAPPE
FIVE COLLEGE LECTURERS:	FRIDRIKH BEGELMAKHER (Visiting Assistant Professor, University of Massachusetts)
	**SUSAN BINDIG, M.A. (Assistant Professor, Mount Holyoke College)
	JIM COLEMAN, M.F.A. (Visiting Artist in Residence, Mount Holyoke College)
	ANTHONY CRESCIONE, B.A. (Lecturer, University of Massachusetts)
	TERESE FREEDMAN, B.A. (Visiting Artist in Residence, Mount Holyoke College)
	RICHARD JONES, M.A. (Associate Professor, University of Massachusetts)
	SPIDER KEDELSKY, M.A. (Assistant Professor, Amherst College)
	DAPHNE LOWELL, M.F.A. (Assistant Professor, Hampshire College)
	REBECCA NORDSTROM, M.F.A. (Assistant Professor, Hampshire College)
	MARILYN V. PATTON, M.F.A. (Associate Professor, University of Massachusetts)
	PEGGY SCHWARTZ, M.A. (Visiting Assistant Professor, Hampshire College)
	ANDREA WATKINS, PH.D. (Associate Professor, University of Massachusetts)
	HANNAH C. WILEY, M.A. (ASSOCIATE PROFESSOR, MOUNT HOLYOKE COLLEGE), <i>Chair</i>
TEACHING FELLOWS:	KAREN CARLSON, B.A.
	COLLEEN QUINN, B.A.
	INGRID WENDT, B.A.

The Smith College Dance Department functions under the auspices of the Five College Dance Department. At Smith College there is no undergraduate dance major. Students may, however, major in theatre with an emphasis in dance. See Theatre Department.

The Five College Dance Department combines the dance faculty and programs of Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts at Amherst. The faculty operate as one professional group, coordinating their course offerings, performances, and services. The department provides a broad range of philosophical approaches to dance technique and theory and an opportunity for a variety of performance styles and experiences. Course offerings are completely coordinated among the campuses and arranged around the Five College bus schedules to make registration, interchange, and student travel most effective. Complete course lists and schedules are available to students from the Dance Office at Smith College and from the Five College Dance Department Office.

## DANCE

### A. THEORY COURSES

Pre-registration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. *P* indicates that permission of the instructor is required. *L* indicates that enrollment is limited.

- 151a, [151b] *Elementary Dance Composition: Improvisation*. Study and improvisational exploration of elements of dance such as time, space, weight, energy. Investigation into organizing and designing movement creatively and meaningfully. Includes weekly reading and movement assignments. *L*. W 9:20, F 9:20-11:10. Rebecca Nordstrom.
- 171b *Dance in the Twentieth Century*. The development of ballet in America; its history in Europe and America from 1900 to the present. The pioneers of modern dance through to today's avant-garde choreographers. Dance developments related to concurrent achievements in twentieth century art, music, psychology, literature, painting, design, architecture, education, and theatre. Hours to be arranged. Rosalind deMille.
- 252b *Intermediate Dance Composition*. Beginning principles of composition, including exploration of space, shape and dynamics; basic forms; two-part, three-part, theme and variations, and rhythmic studies. Fundamental principles of composition in the balletic form, including traditional uses of stage space, study of various periods, themes, styles, patterns, designs. Prerequisite: 151a or b. *L*. Hours to be arranged. Susan Waltner.
- [272b] *History of Dance*. Primitive, archaic, classic, medieval, Renaissance forms; investigation of the scope and uses of dance in these periods as instruments of education, healing, religion, and politics. Rosalind deMille.]
- 273a *History of Dance*. A study of dance forms performed at the European courts from the fifteenth through the eighteenth centuries. Influential dancing masters representative of the periods and their choreographies both for the ballroom and stage. Practical experience in historical dance forms, such as pavaues, gaillardes, minuets, sarabandes. T Th 4:10. Susan Bindig.
- 301a, 301b *Special Studies*. For qualified juniors and seniors. Admission by permission of the instructor and the Chair of the department. Departmental permission forms required.
- 342a *Advanced Studies in Movement Analysis*. The analysis of dance movement through application of biomechanical principles using cinematographic and/or kinematic methodology. The study of Newton's laws of motion as they relate to dance movement. Topics vary. *L*. Prerequisite: 241 at Hampshire, Mount Holyoke, or the University, or *P*. M 9:20-11:10, F 12:50-2. Hannah Wiley. (E)
- [353b] *Advanced Dance Composition*. Choreography and Production. Further work in choreography with study of methods of production. Modern and ballet. *L* and *P*. Prerequisite: 252b or *P*. Susan Waltner.]

- 377a *Advanced Studies in Dance*. Topic for 1983-84: History of Dance in the American Musical Theatre. *L*. T Th 12:50-2. Gemze de Lappe.
- 377b *Advanced Studies in Dance*. Topic for 1983-84: Exploration of Dance Therapy. Hours to be arranged. Rosalind deMille.

## B. STUDIO COURSES

Pre-registration for dance technique courses is strongly recommended. Enrollment is limited to 25 students, and priority is given to seniors and juniors. *P* indicates that permission of the instructor is required. *L* indicates that enrollment is limited. Placement will be determined within the first two weeks.

- 113a, 113b *Modern Dance I*. Introduction to basic dance skills and use of the body as an expressive instrument. Centering and balance. *L*. 113a: T 2:10-4, Th 2:10. 113b: Hours to be arranged.
- 120a, 120b *Ballet I*. Introduction to fundamentals of classical balletic form; the understanding of correct body placement, positions of feet, head, and arms, and the development of elementary habits of movement applicable to the form. *L*. 120a: M T 8-9:10; Th F 8-9:10; Th F 9:20. 120b: Hours to be arranged.
- 121a, 121b *Ballet II*. Development in the fundamentals of classical ballet. *L*. 121a: T Th 12:50-2. 121b: Hours to be arranged.
- [130a *Jazz I*.]
- 136b *Duncan Dance*. Hours to be arranged. Gemze de Lappe.
- 215a, 215b *Modern Dance III*. Exploration of movement and expressive potentialities of the body. Work with effort actions and qualities, combinations and variations. Work with concepts of space, time, energy. Prerequisite: 113a or b. *L*. 215a: T 4:10, Th 3:10-5. 215b: Hours to be arranged.
- 216a, 216b *Modern Dance IV*. Refined work on space, time, and energy concepts in dance. Emphasis on understanding of form and on combination of contrasting movements. Prerequisite: 215a or b. *L*. 216a: M W 12:50-2. 216b: Hours to be arranged. Susan Waltner.
- [222a], 222b *Ballet III*. A continuation in the development of ballet technique through barre and centre practice, with an emphasis on body placement, flexibility, strength, and the application of these principles to movement. Increased vocabulary and its placement into combinations at centre floor. Prerequisite: 121a or b. *L*. Hours to be arranged.
- 223a, 223b *Ballet IV*. Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination. *L*. 223a: W F 9:20-11:10. 223b: Hours to be arranged. Gemze de Lappe.
- 317a, [317b] *Modern Dance V*. Continued work on refining technique and on personal expression through the dance. Prerequisite: 216a or b. *L*. T 2:10-4, Th 2:10. Susan Waltner.

## DANCE

[318a], 318b *Modern Dance VI*. Work on all aspects of dance technique. Refinement of performance technique and personal style. Prerequisite: 317a or b. *L*. Hours to be arranged. Susan Waltner.

325a, 325b *Ballet VI*. Combinations of increasing complexity at the barre. Centre work emphasizes adage, tours, petite and grande allegro, and batterie. Development of performance technique and personal style. Pointe work included. *L*. 325a: M 2:10-4, W 3:10; T 2:10-4, Th 2:10. 325b: Hours to be arranged. Gemze de Lappe.

*Performing Group*: Class for advanced dancers who wish to perform.

## C. GRADUATE

(M.F.A. Program)

Adviser: Susan Waltner.

400a, 400b *Research and Thesis*. Production project.

401a, 401b *Special Studies*.

*P* indicates that permission of the instructor is required.

410a *Theory and Practice of Dance, IA*. Studio work in dance technique, including modern, ballet, jazz, folk, square, and ballroom. Eight to ten hours of studio work. Weekly seminar: Dance as an Art Form. *P*. Members of the department.

410b *Theory and Practice of Dance, IB*. Studio work in dance technique. Weekly seminar: Rhythmic Analysis of Dance. Prerequisite: 410a. *P*. Members of the department.

420a *Theory and Practice of Dance, IIA*. Studio work in dance technique. Weekly seminar: Dance as an Art Form. Prerequisites: 410a and b. *P*. Members of the department.

420b *Theory and Practice of Dance, IIB*. Studio work in dance technique. Weekly seminar: Rhythmic Analysis of Dance. Prerequisites: 410a and b, 420a. *P*. Members of the department.

421a *Choreography as a Creative Process*. Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. W F 11:20, Th 10:20-12:10. Susan Waltner.

[440b *History and Literature of Dance*. A review of available literature of dance and major dance writers. Prerequisite: two semesters of dance history.]

There is no undergraduate dance major at Smith.

However, students may major in theatre with an emphasis in dance.

(See Theatre Department.)



#### D. FIVE COLLEGE COURSES

Students should consult the Five College Dance course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance spring schedule available at the Smith College Dance Office and the Five College Dance Department Office.

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Advisers: Rosalind deMille, Susan Waltner.

## ECONOMICS

PROFESSORS:	†KENNETH HALL MCCARTNEY, PH.D. **ROBERT T. AVERITT, PH.D. †FREDERICK LEONARD, PH.D. MARK ALDRICH, PH.D. CYNTHIA TAFT MORRIS, PH.D.
ASSOCIATE PROFESSORS:	ANDREW ZIMBALIST, PH.D., <i>Chair</i> RANDALL BARTLETT, PH.D. CHARLES P. STAEIN, PH.D.
ASSISTANT PROFESSORS:	ROBERT BUCHELE, PH.D. †KAREN PFEIFER, PH.D. JENS CHRISTIANSEN, PH.D. THOMAS A. RIDDELL, PH.D. SUSAN B. CARTER, PH.D. NOLA REINHARDT, PH.D. SINAN KOONT, PH.D. *CLAIRE CHRISTOPHERSON, A.M. ELIZABETH SAVOCA, PH.D. STUART S. BROWN, M.A. ROGER T. KAUFMAN, PH.D.
LECTURERS:	MICHAEL CARTER, PH.D. ‡DOUGLAS VICKERS, PH.D.

Freshmen who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150a or b and 153a or b in the freshman year and to take additional courses in economics in their sophomore year. Majors in economics are strongly advised to take 250a or b, 253a or b, and SOCIAL SCIENCE 190a or b as soon after the introductory courses as possible.

### A. GENERAL COURSES

- 150a *Introductory Microeconomics*. An introduction to supply and demand, and an analysis of contemporary economic problems. M T W 8:20; M T 11:20, W 10:20; M T 1:10, W 2:10; W Th F 9:20; W Th F 11:20; W F 1:10, Th 2:10. Thomas Riddell, *Director*; members of the department.
- 150b A repetition of 150a. M T 11:20, W 10:20; M T 1:10, W 2:10; W Th F 9:20; W Th F 11:20; W 2:10, F 2:10-4. Michael Carter, *Director*; members of the department.
- 153a *Introductory Macroeconomics*. Major determinants of inflation, unemployment, and the potential standard of living in the United States. M T W 8:20; M 9:20-11:10, T 9:20; M T 11:20, W 10:20; M T 1:10, W 2:10; W Th F 9:20; W Th F 11:20; W F 1:10, Th 2:10. Robert Buchele, *Director*; members of the department.
- 153b A repetition of 153a. M T 11:20, W 10:20; M T 1:10, W 2:10; W Th F 9:20; W Th F 11:20; W F 1:10, Th 2:10. Mark Aldrich, *Director*; members of the department.
- 190a, 190b *Introduction to Statistics for Social Scientists*. Same as SOCIAL SCIENCE 190a, 190b. See p. 214.

- 223a, 223b *Principles of Accounting*. Fundamental concepts, procedures, and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. May not be used to satisfy the minimum course requirement for the major. Enrollment limited to 35 per section. Preference is given to Smith seniors, juniors, sophomores, Five College students, and Smith freshmen in that order. T 4:10, Th 3:10-5.
- 227b *Mathematical Economics*. The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: Mathematics 121a or b; Economics 153a or b; and 150 a or b (may be taken concurrently). M T 9:20, W 3:10. Sinan Koont.
- 229b *The Design of Models in Economic Analysis*. A study of the construction, use and evaluation of economic models, both abstract and empirically based. Macroeconomic simulation and forecasting, market simulation, public policy analysis in such areas as environmental protection and urban decay, the limits to growth, and the study of complex organizations. Emphasis on "hands on" modelling using the computer. No prior computer experience is required. Enrollment limited to 25. Prerequisites: 250a or b, 253a or b, SOCIAL SCIENCE 190a or b, and Mathematics 121a or b, or permission of the instructor. T Th 12:50-2. Charles Staelin.

## B. ECONOMIC THEORY

- 250a *Intermediate Microeconomics*. An analysis of the forces governing resource allocation in a market economy. Covers the theory of consumer, producer, and social choice. Attention to pricing under various market structures, and to the principles governing resource allocation when markets fail. The welfare implications of a decentralized price system examined. Prerequisite: 150a or b. Lec. M T 11:20, W 10:20; dis. M T or W 2:10. Cynthia Taft Morris.
- 250b A repetition of 250a. Lec. M T 11:20, W 10:20; dis. M T or W 2:10. Claire Christopherson.
- 253a *Intermediate Macroeconomics*. A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153a or b. Lec. W Th F 11:20; dis. W Th or F 2:10. Roger Kaufman.
- 253b A repetition of 253a. Lec. W Th F 11:20; dis. W Th or F 1:10. Elizabeth Savoca.
- [256a *Marxian Political Economy*. Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150a or b and 153a or b, or permission of the instructor. Karen Pfeifer.]

## ECONOMICS

- [270a *History of Economic Thought*. A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150a or b and 153a or b. M T Th 1:10. Robert Averitt.]
- 280b *Economic Statistics*. An introduction to statistical problems most frequently encountered in economics. Regression, correlation, index numbers, time series, an introduction to econometrics, and selected applied topics. Prerequisite: SOCIAL SCIENCE 190a or b or Mathematics 246a or permission of the instructor. W Th F 9:20. Robert Buchele.
- [327b *Seminar: Economic Methodology*. Prerequisite: SOCIAL SCIENCE 190a or b. Recommended background: 227b or 280b.]

### C. THE AMERICAN ECONOMY

- 215a *Industrial Organization*. A study of industrial organization, including anti-trust policy, market structure, business conduct and performance, with stress on industrial concentration and its economic and social significance. Prerequisite: 250a or b. W 3:10, Th F 8:20. Mark Aldrich.
- 220a *Labor Relations and Public Policy*. The development of the American labor force and labor movement. Employment conditions and labor relations in various sectors of the economy. The collective bargaining process and the evolution of public policy toward labor unions. Prerequisites: 150a or b and 153a or b, or permission of the instructor. W 2:10, F 2:10-4. Robert Buchele.
- 221b *Human Resources and Employment Policy*. The determinants of employment, earnings, and the distribution of income in the United States. Alternative theories of unemployment, poverty, and discrimination, with emphasis on empirical findings. The implications of alternative theories for social welfare policy. Prerequisites: 150a or b and 153a or b. Recommended background: 250a or b. W F 1:10, Th 2:10. Robert Buchele.
- 222a *Women's Labor and the Economy*. An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women in the professions, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150a or b. M 9:20-11:10, T 9:20. Susan Carter.
- 224b *Environmental Economics*. How the United States economic system shapes its natural and social environment. Environmental constraints on the economy. Alternative environmental policies critically examined. The debate over economic growth and the environment treated from an international perspective. Prerequisite: 150a or b. T 4:10, Th 3:10-5. Jens Christiansen.
- 225a *Political Economic Analysis*. Economic analysis of the formation and operation of government. Law as an important economic and political institution.



Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250a or b. Recommended: Government 200b. W Th F 9:20. Randall Bartlett.

- 230b *Urban Economics*. An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Prerequisites: 150a or b and 153a or b. M T W 8:20. Randall Bartlett.
- [232b *Economics and the Arts*. An examination of resource allocation in the arts, involving consideration of how the proportion of GNP devoted to the arts is determined; how the arts are financed and the effects of the various methods of finance on welfare; and how individual arts organizations sustain themselves within the constraints defined by their artistic goals. Prerequisites: 150a or b and 153a or b.]
- 243b *Economics of the Public Sector*. The role of the public sector as a direct participant in market activities: its implication for allocation, distribution, and stabilization. Analytic tools developed in the course applied to contemporary policy problems. Prerequisite: 250a or b or permission of the instructor. M 9:20-11:10, T 9:20. Thomas Riddell.
- 245b *Economics of Corporate Finance*. An investigation of the economic foundations for investment, financing, and related decisions in the business corporation. Economic, mathematical, and statistical concepts employed to establish relevant, explanatory decision models. Prerequisites: 250a or b, Mathematics 121a or b, and SOCIAL SCIENCE 190a or b. M W 12:50-2. Douglas Vickers.
- 255b *Education and Public Policy*. Same as Public Policy 255b.
- [257a *Growth and Crisis in the United States Economy*. Alternative theoretical approaches to understanding the dynamics of accumulation, the business cycle, the structural crises in a capitalist economy. Detailed analyses of the post-1945 United States economy from the Marxian and post-Keynesian perspectives, with a focus on the determinants of unemployment, inflation, and the decline of economic growth in the 1970s and 1980s. Prerequisites: 150a or b and 153a or b. To be offered in 1984-85. Karen Pfeifer. (E)]
- 275a *Money and Banking*. American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253a or b. T Th 12:50-2. Robert Averitt.
- [283b *American Economic History: Colonial Times to 1870*. Economic change in the United States including the growth of markets, impact of British mercantilism, westward expansion and the transportation revolution, the rise of the factory, establishment of banks, transformation of agriculture, development of slavery, and the Southern economy and the economic causes and consequences of the Civil War. Quantitative methods in historical research introduced and critically evaluated. Prerequisites: 150a or b and 153a or b. M T 11:20, W 10:20. Susan Carter.]

## ECONOMICS

- 285b *American Economic History: 1870-1950*. The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Prerequisites: 150a or b and 153a or b. W 2:10, F 2:10-4. Mark Aldrich.
- 290a *Economics of Defense*. The history, institution, operation, and effects of the defense economy in the United States, with a focus on the post-World War II period. An examination of United States military forces, the defense budget, the military contracting process, and the economic rationales for American foreign and military policy. Alternative theories of the role of military spending and its economic effects on the United States economy. Prerequisites: 150a or b and 153a or b. W F 1:10, Th 2:10. Thomas Riddell.
- 315b *Seminar: The Economics of Regulation*. Current problems in government regulation of business. Traditional regulation and the more recent "social regulation." Proposals for reform and for deregulation studied from an efficiency and an interest group perspective. Prerequisite: 250a or b. M 7:30-9:30. Claire Christopherson.
- 317b *Law and Economics*. Application of microeconomic theory to the study of United States legal institutions and problems. The nature of property rights, torts, and contracts. Legal procedure and the economic organization of the justice system. Economics of criminal behavior and its control. The efficiency and the equity of legal arrangements. Prerequisite: 250a or b. M T 11:20, W 10:20. Charles Staelin.
- 325a *Seminar: Problems in Macroeconomic Policy*. Current problems in the United States, with emphasis on the results of monetary and fiscal policies and controversy over their relative effectiveness in achieving the nation's economic objectives. Prerequisite: 253a or b. T 10:20-12:10. Elizabeth Savoca.
- 341b *Seminar: Economics of Medicine*. An examination of current economic issues in the health care field, including costs of medical care, structure of the medical care industry, utilization of medical services, and the role of medical insurance. Prerequisite: 250a or b. W 7:30-9:30. Roger Kaufman.

## D. INTERNATIONAL AND COMPARATIVE ECONOMICS

- 201b *Problems of the Modern Economy*. Topic for 1983-84: European Economic History. The transformation of the medieval economy and early capitalist development; the industrial revolutions of Northwestern Europe; the causes of economic backwardness and uneven growth in Eastern and Southern Europe; Europe and international capitalism (expansion, world war, and depression). Prerequisites: 150a or b and 153a or b, or permission of the instructor. M T 11:20, W 10:20. Cynthia Taft Morris.
- 205a *International Trade and Commercial Policy*. An examination of the trading relationships among countries and of the flow of factors of production throughout the world economy. Topics include the pure theory of international trade,

the development of the postwar world economy, issues of commercial policy and the rise of protectionism, international cartels, the impact of transnational firms, the brain drain, North-South economic relations, and the prospects for the New International Economic Order. Prerequisite: 250a or b or 253a or b. M T 9:20, W 3:10. Charles Staelin. (E)

- 206b *International Finance*. An examination of international monetary theory and institutions and their application to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macro-economic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system, its past crises, and current prospects. Prerequisite: 253a or b. W Th F 9:20. Stuart Brown.
- 209b *Comparative Economic Systems*. A survey of various market and planned economies, including the Soviet Union, Cuba, Sweden, Japan, Eastern Europe, China, and Chile. Analytical emphasis on the distinction between planned and market economies, the role of incentives, resource allocation, distributional equity, and the interaction between political and economic factors. Comparative reference to other economies. Prerequisites: 150a or b and 153a or b. W Th F 11:20. Andrew Zimbalist.
- 211a *Economic Development*. The economics of underdeveloped countries. Orthodox and Marxist theories of underdevelopment and development. The imperialism controversy: special topics in development. Prerequisites: 150a or b and 153a or b, or permission of the instructor. W F 12:50-2. Nola Reinhardt.
- [213b *The World Food System*. Examines international pattern of food production and distribution. Considers major current issues such as concentration in agricultural production and marketing, causes of world hunger, food dependency in third world nations, technology transfer to the third world, causes and consequences of multinational investment in third world agriculture, environmental considerations of modern agricultural technology. Prerequisites: 150a or b and 153a or b. W 2:10, F 2:10-4. Nola Reinhardt.]
- [214b *Economics of the Middle East and North Africa*. An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socio-economic change. Prerequisites: 150a or b and 153a or b. To be offered in 1984-85. Karen Pfeifer.]
- [236a *Economic Anthropology*. Same as Anthropology 236a.]
- [305a *Seminar: International Economics*.]
- 309b *Seminar: Topics in Comparative Economic Systems*. A detailed examination of the economic structures, policies, and performance of selected advanced



## ECONOMICS

capitalist economies. Prerequisites: 209b and 250a or b or 253a or b, or permission of the instructor. Th 3:10-5. Jens Christiansen.

310b *Seminar: Analysis of Economic Problems.* Topic for 1983-84: Topics in Economic Development. A continuation of 211a. Special topics in the dynamics of growth and distributive justice, theories and strategies of institutional change, and problems of development planning in underdeveloped countries. Prerequisite: 211a or permission of the instructor. W 7:30-9:30. Cynthia Taft Morris.

[318b *Seminar: Latin American Economics.* The structure and potential for development of selected Latin American economies. Prerequisites: 150a or b and 153a or b, or permission of the instructor. Recommended background: 211a and/or 205a.]

331b *Seminar on Topics in Anthropology.* Same as Anthropology 331b.

335b *Seminar: Technology, the Work Process, and Industrial Democracy.* Analysis of the experience with industrial democracy in capitalist and socialist countries, with attention to such topics as alienation and technology, division of labor and evolution of the work process, the role of organization and bureaucracy. Prerequisites: 150a or b and 153a or b. Th 7:30-9:30. Michael Carter.

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301, 301a, 301b *Special Studies.* Admission by permission of the department, for majors who have had four semester courses in economics above the introductory level.

## THE MAJOR

Advisers: Robert Averitt, Randall Bartlett, Stuart Brown, Robert Buchele, Jens Christiansen, Claire Christopherson, Roger Kaufman, Cynthia Taft Morris, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

Adviser for Study Abroad: Nola Reinhardt.

Basis: 150a or b and 153a or b.

Requirements:

1. SOCIAL SCIENCE 190a or b, or Mathematics 246a or b.
2. Nine semester courses including the basis, 250a or b, and 253a or b. Neither 223a or b nor 190a or b may be used to satisfy the minimum of nine semester courses in economics.

Economics credit will be given for Public Policy courses when taught by a member of the economics department.

The Satisfactory/Unsatisfactory grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150a or b and 153a or b.

Majors may spend the junior year abroad if they meet the college requirements.



Majors may participate in the Semester in Washington Program and the Washington Summer Internship Program administered by the department of government and described under the government major.

#### HONORS

Director: Elizabeth Savoca.

Basis: 150a or b and 153a or b.

501a *Thesis*.

Requirements: ten semester courses including the basis, SOCIAL SCIENCE 190a or b or Mathematics 246a or b, 250a or b, 253a or b, and a thesis counting as one semester course. The thesis must be submitted to the Director by the first day of the second semester.

Examination: honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

## EDUCATION & CHILD STUDY

PROFESSORS:	LAWRENCE A. FINK, ED.D. SEYMOUR WILLIAM ITZKOFF, ED.D. RAYMOND A. DUCHARME, JR., ED.D.
ASSOCIATE PROFESSORS:	ALAN L. MARVELLI, ED.D. SUE J. M. FREEMAN, PH.D., <i>Chair</i> ALAN N. RUDNITSKY, PH.D.
ASSISTANT PROFESSOR:	CATHY J. HOER, PH.D.
LECTURERS:	RAYMOND G. EDWARDS, M.ED., C.A.G.S. JOHN JOSEPH FEENEY, M.ED. GORDON L. NOSEWORTHY, ED.D. <sup>1</sup> CATHY WEISMAN TOPAL, M.A.T. <sup>2</sup> JANE YOLEN, M.ED.
LECTURER AND PRACTICE TEACHING SUPERVISOR:	BARBARA FINK, M.A.
PRACTICE TEACHING SUPERVISOR:	MARTHA BATTEN, M.ED.
TEACHING FELLOWS:	JUDITH A. BALBONI, A.B. JANICE M. LAPOINTE, A.B. LIZA MELTZER, A.B. LOUISE H. STARK, B.A. KATHERINE A. WEISS, A.B.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public elementary schools, including an *Approved Program* for interstate reciprocity, or requirements for certificates in public secondary schools are urged to consult the department as early as possible during their college course.

### A. HISTORICAL AND PHILOSOPHICAL FOUNDATIONS

- 120a *Education and the Liberal Arts*. History of the development of the concept of a liberal arts education. W 11:20, Th 10:20-12:10. Raymond Ducharme.
- 121a *Foundations of Education*. The civilization and ideals of the Greeks and Romans. Education and the development of the individual. A study of the life and writings of Socrates, Plato, Aristotle, Hadrian, Marcus Aurelius, and Augustine. M T 12:50-2. Seymour Itzkoff.
- 122b *Foundations of Education*. The Western conception of the educated person. Influence of Rousseau, Marx, Dewey, and others in the modern tradition in schooling and society. M T 12:50-2. Seymour Itzkoff.
- [200b *Education in the City*. Education problems of the inner city considered in the context of schools, teachers, students, and community.]
- 234b *Modern Problems of Education*. The politicization of education. Social issues in recent perspective as they impact on the American educational system. Consideration of the relation between schooling, freedom, values, and the state. M 9:20-11:10, T 9:20. Barbara Fink.

- 236a *American Education*. Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order. M T 8-9:10. Lawrence Fink.
- 237b *Comparative Education*. The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world. T 10:20-12:10, W 10:20. Seymour Itzkoff.

## B. THE EDUCATIONAL PROCESS

- 231a *Child Care and Education in the Preschool Years*. The influence of Froebel, Montessori, Dewey, Piaget, Kagan, Caldwell, and others. The child, theoretical assumptions, planning and curriculum development, environmental contexts, evaluation procedures, review of existing programs. Direct contacts with preschool children and conferences with professionals in the area. Required practicum, observations, and field trip. T 2:10-4. Cathy Hofer.
- 232b *Foundations of Secondary Education*. A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum, and contemporary problems. Directed classroom observation. Not open to freshmen. W 11:20, Th 10:20-12:10. Barbara Fink.
- 235a, 235b *Child Growth and Development*. A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child care and educational situations. T 10:20-12:10, W 10:20. Cathy Hofer.
- 238a *Educational Psychology*. The application of psychological principles of development, motivation, and learning to contemporary educational problems. Th 9:20, F 9:20-11:10. Alan Rudnitsky.
- [239a *Educational Counseling and Guidance*. Study of various theories of counseling and their application to children and adolescents in educational settings. Th 10:20-12:10, F 11:20. Sue Freeman.]
- 248a *Special Education*. A study of current ideas and trends in the educational, political, and social community of the exceptional child. Focus on issues and methodology that transcend specific disabilities. Observations in various settings. M 9:20-11:10, T 9:20. Sue Freeman.
- [331b *Day Care: Comprehensive Theory and Practice*. Historical overview; philosophy and theory; educational, legal and psychosocial considerations; current program emphasis; cross-cultural comparisons; organizational and administrative practices; future directions. Observation and practicum required. Prerequisite: 231a, 235a or b, Psychology 233a or b, or the equivalent.]
- 332b *Children's Literature*. An historical and critical overview of books written since the fifteenth century for young readers, with special emphasis on the distinctive genres. Attention to developing literary styles, the relationship of

## EDUCATION & CHILD STUDY

- art/text, and the milestone books, authors, and illustrators. Admission by permission only. Not open to freshmen. Th 7:30-9:30. Jane Yolen.
- 338a *The Reading Process*. The nature of language and meaning. Psycholinguistic issues in the teaching of beginning and fluent reading. Recognizing reading disabilities. Analysis of reading methods and programs. M 7:30-9:30. Seymour Itzkoff.
- 339b *Diagnosis and Remediation of Reading Disabilities*. Definition and diagnosis of reading disabilities with particular reference to medical and the psychoeducational models. Examination of diagnostic techniques in connection with strategies of remediation. Research regarding methodological effectiveness. F 9:20-11:10. Sue Freeman.
- [341a *The Child in Modern Society*. The place of the child in society; a study of the normal interactions of children and adolescents with educational and social agencies and systems.]
- 347a *Individual Differences in the Schools*. Examination of research on individual differences and their consideration in the teaching-learning process. F 9:20-11:10. Sue Freeman.
- 349b *Children Who Cannot Hear*. Educational, social, and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of hearing-impaired children. Th 9:20, F 9:20-11:10. Alan Marvelli.
- 350b *Learning Disabilities*. Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems. M 9:20-11:10. Sue Freeman.
- 353b *Education of the Gifted*. What is giftedness and talent? The complexity of human intelligence. Identification and educational development of ability. The social significance of the gifted. W 7:30-9:30. Seymour Itzkoff.
- [356b *Curriculum Principles and Design*. An examination of curriculum principles and theory and their impact on recent educational practice. Students will also be introduced to a systematic approach for educational planning. Each student will design a unit or course. Background in philosophy or foundations of education and learning theory as well as proficiency in a subject area are recommended. Admission by permission of the instructor. To be offered in 1984-85. Hours to be arranged. Alan Rudnitsky.]

## C. THE FOLLOWING COURSES OFFER OPPORTUNITIES FOR INTERN TEACHING

- 305a *The Teaching of Art*. Methods and materials for teaching visual arts in the elementary classroom. Admission by permission of the instructor. Offered in alternate years. W 7:30-9:30 and lab hours to be arranged. Cathy Topal.
- 311a, 311b *The Teaching of Physics*. Same as Physics 311a, 311b.



## EDUCATION & CHILD STUDY

- [316b *The Teaching of Music*. Methods and materials, K-12. Designed for music majors and for education majors with no previous musical training, although ability to read music is helpful. Emphasis on coordination of musical activities with education curriculum and on understanding and communication of elementary musical aesthetic concepts through these activities. Admission by permission of the instructor. Offered in alternate years.]
- 345 *Preschool and Elementary Curriculum and Methods*. A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor. Preregistration meeting scheduled in April. T 2:10-4. Raymond Ducharme, Alan Rudnitsky, and members of the department.
- 346a, 346b *Curriculum and Methods in Secondary Schools*. Two class hours and directed teaching for students for whom no special methods course is available. Recommended background: 232b. Admission by permission of the instructor. Hours to be arranged. Barbara Fink.
- 381a *The Teaching of History and the Social Studies*. A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232b. Admission by permission of the instructor. Hours to be arranged. Barbara Fink.

## D. SEMINARS AND SPECIAL STUDIES

301a, 301b *Special Studies*.

- 323a *Seminar in Humanism and Education*. Topic for 1983-84: Development of Women in Leadership Positions. Hours to be arranged. Sue Freeman.
- 336b *Seminar in American Education*. Topic for 1983-84: Historians of American Schooling. M 7:30-9:30. Raymond Ducharme. (Field A).
- 340b A colloquium integrating Fields A and B: Historical and Philosophical Perspectives and the Educative Process. Open only to senior majors. M 2:10-4. Lawrence Fink.
- [342a *The Teaching-Learning Process*. A seminar on human learning, emphasizing the viewpoints of cognitive and information-processing psychology. Based on current understanding of learning, critical aspects of the instructional process are identified and examined. Prerequisite: 238a or permission of the instructor. To be offered in 1984-85. Alan Rudnitsky.]

## E. GRADUATE

Advisers: members of the department.

400, 400a, 400b *Research and Thesis*. Members of the department.

## EDUCATION & CHILD STUDY

- 401a, 401b *Advanced Studies*. Open to seniors by permission of the department. Members of the department.
- 410b *Problems of Children and Adolescents in Modern Society*. An in-depth study of problems of interactions of children and adolescents with educational and social agencies and systems. Open to seniors by permission of the instructor. Hours to be arranged. Cathy Hofer.
- 440a *Research in Education*. Training in research methodology and critical reading of educational research studies. An introductory course for prospective consumers and/or producers of educational research. Open to seniors by permission of the instructor. Th 7:30-9:30. Alan Rudnitsky.
- 452a *Perspectives on American Education*. Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees. Th 3:10-5. Raymond Ducharme.
- 454b *Cognition and Instruction*. A seminar focusing on the latest developments in the cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. Th 3:10-5. Alan Rudnitsky.
- 459a, 459b *Intern Teaching*. Members of the department.

## THE MAJOR

Director of Teacher Education: Raymond Ducharme.

Advisers: members of the department.

Adviser for Study Abroad: Seymour Itzkoff.

Requirements: ten semester courses selected in consultation with the major adviser: usually they will consist of three courses in Field A; three courses in Field B; 345; an additional advanced course; and 340b taken in the senior year.

Students may elect to major without a practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

## HONORS

Director: Alan Rudnitsky, first semester; Cathy Hofer, second semester.

501, 501a *Thesis*.

Requirements: those listed in the major; thesis (501, 501a), equivalent to either a one- or two-semester course, in the senior year.

One examination in the candidate's area of concentration.

# ENGLISH LANGUAGE & LITERATURE

PROFESSORS:	**ROBERT TORSTEN PETERSSON, PH.D.
	**KENNETH AMOR CONNELLY, JR., PH.D.
	VERNON JUDSON HARWARD, JR., PH.D.
	*PAUL PICKREL, PH.D.
	FRANK H. ELLIS, PH.D.
	**RICHARD BENJAMIN YOUNG, PH.D.
	*FRANCIS MURPHY, PH.D.
	WILLIAM HOOVER VAN VORIS, PH.D.
	ELIZABETH GALLAHER VON KLEMPERER, PH.D., <i>Chair</i>
	HAROLD LAWRENCE SKULSKY, PH.D.
WRITER IN RESIDENCE:	RICHARD P. WILBUR, A.M., D.LITT., L.H.D.
ASSOCIATE PROFESSORS:	JOAN MAXWELL BRAMWELL, M.A.
	DEAN SCOTT FLOWER, PH.D.
	**MARGARET L. SHOOK, PH.D.
	NORA CROW JAFFE, PH.D.
	†WILLIAM ALLAN ORAM, PH.D.
	ELIZABETH WANNING HARRIES, PH.D.
	†SUSAN R. VAN DYNE, PH.D.
	JEFFERSON HUNTER, PH.D.
ASSISTANT PROFESSORS:	PATRICIA LYN SKARDA, PH.D.
	JOAN H. GARRETT-GOODYEAR, PH.D.
	†DOUGLAS LANE PATEY, PH.D.
	CHARLES ERIC REEVES, PH.D.
INSTRUCTORS:	ANNE JANOWITZ, PH.D.
	RICHARD MILLINGTON, M.PHIL.
	JENEFER SHUTE, M.A.
	MARY BLOCKLEY, M.PHIL.
LECTURERS:	<sup>1</sup> STEVEN BERRIEN, M.A.
	<sup>1</sup> SALLY FITZGERALD, A.B.
	<sup>1</sup> CHRISTINE HILARY, PH.D.
	<sup>1</sup> NANCY HOPKIN, B.A.
	RONALD RUSSELL MACDONALD, PH.D.
	SHARON CADMAN SEELIC, PH.D.
	<sup>2</sup> SUSAN SNIVELY, PH.D.
	<sup>1</sup> PATRICIA SWEETSER, PH.D.

ASSOCIATE PROFESSOR  
IN CANADIAN STUDIES  
(AT SMITH COLLEGE UNDER  
THE FIVE COLLEGE PROGRAM): DAVID STAINES, PH.D.

Students contemplating a major in English must take as the basis either English 207 or GENERAL LITERATURE 291. English majors are encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, and theatre. Any student may receive credit for only two colloquia.

## ENGLISH LANGUAGE & LITERATURE

### COURSES IN WRITING

Only one course in writing may be taken in any one semester except by permission of the Chair. Second-semester courses are open to students whether or not they have taken the first semester. Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the Chair. For writing courses which may be counted toward the major, see Requirements for the Major, p. 103.

- 111a *Forms of Writing*. Conducted as writing workshops in sections of fifteen students, this course provides systematic practice in writing, with emphasis on expository prose. Some reading for purposes of illustration. M T W 8:20; M T 9:20, W 3:10; M T 11:20, W 10:20; T 10:20-12:10, W 10:20; M T 1:10, W 2:10; T Th 1:10, W 2:10; W Th F 9:20; W Th F 11:20; W F 1:10, Th 2:10; W 3:10, Th F 8:20; W 3:10, Th 7:30-9:30. Jefferson Hunter, *Director*.
- 111b A repetition of 111a. M T W 8:20; M 9:20-11:10, T 9:20; W 3:10, Th F 8:20. Jefferson Hunter, *Director*.
- 250a *Writing about American Social Issues*. Same as American Studies 250a.
- 258a *Advanced Essay Writing*. Emphasis on such practical problems as designing an argument, using evidence, and controlling diction and tone. Reading and analysis of a wide variety of essays. Admission by permission of the instructor. T 2:10-4, Margaret Shook; T 4:10, Th 3:10-5, Joan Garrett-Goodyear; Th 3:10-5, Patricia Skarda. Joan Garrett-Goodyear, *Director*.
- 258b A repetition of 258a. M 2:10-4, Richard Millington; T 2:10-4, Jefferson Hunter; Th 3:10-5, Patricia Skarda. Patricia Skarda, *Director*.
- 260a *Writing Poetry*. Admission by permission of the instructor. M 7:30-9:30. William Van Voris.
- 260b *Writing Poetry*. Admission by permission of the instructor. W 7:30-9:30. Susan Snively.
- 261a *Writing Short Stories*. Admission by permission of the instructor. Th 3:10-5. Dean Flower.
- 261b *Writing Short Stories*. Admission by permission of the instructor. Th 3:10-5. Joan Bramwell.
- 360a *Seminar in Advanced Poetry Writing*. Admission by permission of the instructor. M 2:10-4. Richard Wilbur.

### FIRST-LEVEL COURSES IN LITERATURE

- 120a *Colloquia in Literature*. Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Recommended for freshmen and sophomores. William Van Voris, *Director*.
- A. *Fiction*. A study of the novel, novella, and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as



## ENGLISH LANGUAGE & LITERATURE

Austen, Dickens, James, Faulkner, Joyce, Lawrence, and Woolf. M T W 1:10; M T 1:10, W 2:10; W Th F 9:20; W F 1:10, Th 2:10. Kenneth Connelly, Mary Blockley, Dean Flower, Joan Bramwell.

- B. *Southern Fiction*. The South as place and myth in modern fiction. Intensive study of short stories and novels by Twain, Faulkner, Toomer, Wright, Agee, Porter, Welty, O'Connor, and others. M T W 8:20. Steven Berrien.
- C. *Short Poems: An Introduction to Poetry*. Study of the elements of lyric poetry, with emphasis upon such poets as Sidney, Donne, Keats, Yeats, Stevens, and selected contemporary poets. W Th F 9:20. Richard Young.
- D. *The Gothic in Literature*. Terror, guilt, and the supernatural in novels, tales, and poems from the eighteenth to the twentieth century. Authors include Walpole, Lewis, Jane Austen, Coleridge, Mary Shelley, Byron, the Brontës, and James. W Th 9:20, F 10:20. Patricia Skarda.
- E. *The American Dream*. A study of the recurring myth of innocence and success in works by Franklin, Dreiser, Fitzgerald, Faulkner, and others. W 3:10, Th F 8:20; W F 1:10, Th 2:10. Richard Millington, Ronald Macdonald.
- F. *Hero and Anti-Hero*. A study of the hero in the classical, Judaeo-Christian, and modern worlds. M 11:20, T W 10:20. Frank Ellis.
- G. *Love and the Literary Imagination*. A study of the way literary convention shapes and interprets the experience of love. Readings in both poetry and fiction, emphasizing such authors as Shakespeare, Austen, Keats, the Brontës, Yeats, and Lawrence. W Th F 11:20. Joan Garrett-Goodyear, Nora Jaffe.
- H. *Tragic Drama*. Plays by Marlowe, Shakespeare, Webster, T.S. Eliot, and others, with emphasis on tragic themes and techniques. M 9:20-11:10, T 9:20. William Van Voris.
- I. *Comic Drama*. Plays by Jonson, Shakespeare, Shaw, Beckett, and others, with emphasis on traditional themes and techniques of comic writing and stagecraft. M T W 8:20. Harold Skulsky.
- J. *Film and Literature*. Comparison of two art media. Close study of classic films by Eisenstein, Antonioni, Resnais, Fellini, Hitchcock; and literary works by Shakespeare, Donne, Keats, Eliot, Lawrence. M T W 8:20; M T 9:20, W 3:10; M T 1:10, W 2:10. Viewing times at T 2:10-4 and W 7:30-9:30. Robert Petersson, Anne Janowitz, Jenefer Shute.
- K. *Medieval Narrative*. A study of epics and sagas in translation from the literatures of England, France, Spain, Germany, Scandinavia, and Ireland. M T 1:10, W 2:10. Vernon Harward.

120b *Colloquia in Literature*. William Van Voris, *Director*.

- A. *Fiction*. M T W 8:20; T Th 1:10, W 2:10. Eric Reeves, Jefferson Hunter.

## ENGLISH LANGUAGE & LITERATURE

- B. *The Visionary Experience*. The literature of visionary moments: epiphany, ecstasy, and revelation. Consideration of how such writers as Wordsworth, Blake, Joyce, Fitzgerald, Woolf, and Eliot reconcile vision with the realities of time and the everyday world. W Th F 11:20. Eric Reeves.
- C. *The Gothic in Literature*. W Th F 11:20; W F 1:10, Th 2:10. Joan Bramwell, Nora Jaffe.
- D. *Fact and Fiction*. A study of the way the writer's imagination shapes and transforms factual materials: newspaper articles, journals, letters, historical accounts. Works may include stories by Melville, Stephen Crane, Henry James; poetry by Wordsworth, Robert Lowell; plays by Shakespeare, Peter Weiss. T 10:20-12:10, W 10:20. Elizabeth Harries.
- E. *The Literature of New England*. Works by Emerson, Hawthorne, Thoreau, James, Sarah Orne Jewett, and Robert Lowell. M T 9:20, W 3:10. Frank Murphy.
- F. *Poet-Novelists: Thomas Hardy and D.H. Lawrence*. The interplay between their techniques in prose and poetry and their critique of progress and its anarchies in English culture. W Th F 11:20. Patricia Skarda.
- G. *Love and the Literary Imagination*. W Th F 9:20. Sharon Seelig.
- H. *Tragic Drama*. W Th F 9:20. Harold Skulsky.
- I. *Man and His Fictions*. An experimental study of the whole range of fictions in human life; the needs that create them, the purposes that they serve, the structures that they create. M 11:20, T W 10:20. Frank Ellis.
- J. *The Double*. The theme of the divided or "other" self as a way of discussing plays, novels, and poetry by Shakespeare, George Eliot, Conrad, Frost, T. S. Eliot, Yeats, Nabokov, and others. W Th F 9:20. Dean Flower.
- K. *Reading and Writing Stories*. Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization, and style. Writing includes analysis, imitation or parody, and original stories. M 11:20, T 10:20-12:10. Paul Pickrel.

## SECOND-LEVEL COURSES

All second-level courses are open to freshmen with the permission of the instructor unless otherwise specified. Freshmen eligible for advanced placement by virtue of a score of 4 or 5 and freshmen with a high SAT-verbal or English achievement score may register for English 207 or GENERAL LITERATURE 291 (see p. 211). English 207 and GENERAL LITERATURE 291 in no way duplicate each other, and students are encouraged to consider taking both, although not in the same year.

After the freshman year all second-level courses are open to students who are not English majors. Permission of the instructor is not necessary.

## ENGLISH LANGUAGE & LITERATURE

- 200a *Survey of Afro-American Literature: 1760 to the Present*. Same as Afro-American Studies 200a.
- 201b *The Reading of Poetry*. A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor, and structure—through comparison of lyrics in a variety of styles and historical periods. Prerequisite: one college-level course in literature. M 11:20, T W 10:20; M T 1:10, W 2:10. Anne Janowitz, Francis Murphy.
- 207 *The Development of English Literature*. A study of its traditions, conventions, and themes. Two hours of lecture, two hours of discussion. W F 11:20, Th 10:20-12:10. Christine Hilary, Harold Skulsky, Sharon Seelig, first semester; Frank Ellis, Elizabeth von Klemperer, Jefferson Hunter, second semester. Harold Skulsky, *Director*, first semester; Elizabeth von Klemperer, *Director*, second semester.
- [210b *The English Language*. A linguistic and literary history of the English language from its Anglo-Saxon origins to the present.]
- 211a *Old English*. A survey of the language and literature in English before 1066. Selections in verse and prose read in the original language, along with some background reading in Anglo-Saxon history and culture. M 9:20-11:10, T 9:20. Mary Blockley.
- 211b *Beowulf*. A close study of this poem in the original language, with some attention to sources and analogues. Prerequisite: 211a or, with the permission of the instructor, other previous study of the language. M 9:20-11:10, T 9:20. Mary Blockley.
- 214a *Chaucer*. His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. M T W 8:20; W F 12:50-2, Th 2:10. Vernon Harward, Christine Hilary, Vernon Harward, *Director*.
- 214b A repetition of 214a. M T W 8:20. Vernon Harward.
- [215a *Medieval Literature*. A study of Chaucer's *Troilus and Criseyde* and of his dream poems; selected readings from other works in the period, including those by the *Gawain* poet.]
- [217b *Sixteenth-Century Literature*. Non-dramatic literature of the English Renaissance. Genres treated include romance epic, pastoral, satire, dialogue, erotic epyllion, lyric, Ovidian, Petrarchan, and Neoplatonic treatments of love. Wyatt, More, Sidney, Spenser, Marlowe, Shakespeare, and others.]
- 218a *Shakespeare. Romeo and Juliet, 1 Henry IV, 2 Henry IV, As You Like It, Measure for Measure, King Lear, Antony and Cleopatra, The Tempest*. M 11:20, T 10:20-12:10, W 10:20; W Th 9:20, F 9:20-11:10; W Th F 11:20. Robert Petersson, Sharon Seelig, Richard Young, Richard Young, *Director*.
- 218b *Shakespeare. Richard III, Richard II, The Merchant of Venice, Hamlet, Twelfth Night, Othello, Macbeth, The Winter's Tale*. M T W 8:20; M 11:20.



## ENGLISH LANGUAGE & LITERATURE

- T 10:20-12:10, W 10:20; W F 1:10, Th 2:10. Harold Skulsky, Eric Reeves, Ronald Macdonald. Harold Skulsky, *Director*.
- 220a *Milton*. The last major Renaissance humanist in his multiple role as revolutionary libertarian, master of Baroque style, educational theorist, and Attorney for the Defense of God. W Th 9:20, F 9:20-11:10. Eric Reeves.
- 221b *Seventeenth-Century Poetry*. Discussion of the major figures, Donne, Herbert, Jonson, and Marvell, and some important poems by their contemporaries. Emphasis on poetic forms, conventions, and imagery. W F 1:10, Th 2:10. Harold Skulsky.
- [222a *The Age of Wit and Immorality: 1660-1700*. Discussion of libertines (Dryden, Rochester, Waller) and puritans (Milton, Marvell, Bunyan) after the Restoration of Charles II.]
- 223a *Pope, Swift, and Their Circle*. Discussion of the major figures, Pope and Swift, together with their contemporaries, Defoe, Prior, Addison, Shaftesbury, and Gay. W F 1:10, Th 2:10. Frank Ellis.
- 224b *The Age of Johnson*. Biography, autobiography, history, politics, essays, plays, and fiction, 1740-1800. Discussion of the major figures: Johnson, Boswell, Burke, Gibbon, Goldsmith, and others. Not to be offered in 1984-85. W Th F 9:20. Nora Jaffe.
- [225a *The Age of Sensibility*. Romantic tendencies in the eighteenth century: sentimental comedy, rediscovery of Nature, primitivism and progress, Gothic novel, and related topics.]
- 226a *The English Novel*. Lectures, with occasional discussion, on the major English novelists from Defoe to Thackeray. Emphasis on the novel as art, with some attention to biographical and social background. T Th 1:10, W 2:10. Elizabeth Harries.
- 226b *The English Novel*. Lectures, with occasional discussion, on the major English novelists from Dickens to the present. Emphasis on the novel as art, with some attention to biographical and social background. T Th 12:50-2, W 2:10. Joan Garrett-Goodyear.
- 227a *The Romantic Poets*. A generic study of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, with emphasis on Romantic epics of expanded consciousness, poetry of romantic love, verse satire, elegaic poetry, the meditative lyric, and the poets' criticism. M T 1:10, W 2:10. Margaret Shook.
- 227b *Victorian Poetry and Prose*. In 1983-84, focus on Victorian poetry, including works by Tennyson, the Brownings, Arnold, Clough, the Pre-Raphaelites, and Hopkins, for which prose selections will provide literary, cultural, and social context. W Th F 9:20, F 10:20 at the option of the student. Elizabeth von Klemperer.
- 228b *Twentieth-Century Canadian Literature*. See Five College Course Offerings, p. 218. David Staines.



- 229b *English and Irish Drama since 1850*. Selected plays by Wilde, Shaw, Yeats, O'Casey, D. H. Lawrence, T. S. Eliot, Beckett, Pinter, and others in the context of popular melodrama and comedy. Emphasis on the ways major writers use dramatic conventions to reveal aesthetic, religious, social, and political values. M T 1:10, W 2:10. William Van Voris.
- [230a *Yeats and Joyce*. Yeats's *Collected Poems*; Joyce's *Portrait of the Artist and Ulysses*. To be offered in 1984-85.]
- 231b *American Literature from 1620 to 1820*. A survey of major figures: Bradford, Winthrop, Mather, Bradstreet, Taylor, Edwards, Franklin, Jefferson, Cooper, Irving, and Bryant. Not to be offered in 1984-85. M T 11:20, W 10:20. Francis Murphy.
- 232b *American Literature from 1820 to 1865*. A survey of major figures: Emerson, Thoreau, Whitman, Poe, Hawthorne, Melville, and Dickinson. W Th F 11:20, Th 10:20 at the option of the student. Dean Flower.
- [233b *American Literature from 1865 to 1914*. A survey of major figures: Dickinson, Twain, James, Jewett, Chopin, Dreiser, and Wharton.]
- 234a *American Fiction since 1914*. A survey of major figures: Anderson, Hemingway, Fitzgerald, Porter, Faulkner, Welty, Malamud, Nabokov, O'Connor, Updike, and Barth. W Th F 11:20. Dean Flower.
- [235a *American Poetry since 1914*. A survey with particular emphasis on Frost, Pound, Eliot, Stevens, Lowell, Roethke, and Bishop, with some attention to their contemporaries.]
- [237a *Comparative Black Poetry*. Same as Afro-American Studies 237a.]
- 237b *Major Black Writers: Fiction*. Same as Afro-American Studies 237b.
- [238b *Romanticism*. Same as Comparative Literature 238b.]
- [239b *American Women Poets*. A study of selected women poets in the twentieth century including, among others, Dickinson, Moore, Bishop, Brooks, Sexton, Plath, and Rich, with some attention to their male contemporaries. Prerequisite: a college-level course in literature. To be offered in 1984-85.]
- 240a *The Tragic Muses*. Understanding of tragic form and tragic vision. An organization of plays, films, poetry, painting, opera, and tragic theory. Materials include Aristotle, Beckett, Dostoevsky, Fellini, Lorca, Rembrandt, Shakespeare, Sophocles, Unamuno, Verdi. Freshmen admitted only by permission of the instructor. T 4:10, Th 3:10-5 with film showings at T 2:10-4 or W 7:30-9:30. Robert Petersson.
- 241a *Idea and Form in Twentieth-Century Fiction*. The modern novel with particular emphasis on Proust, Kafka, Camus, Faulkner, and Beckett. Not to be offered in 1984-85. M T 11:20, W 10:20. Kenneth Connelly.
- 243b *Practical Criticism*. Through the reading of selected poems and stories and the application of some insights of Aristotle, the New Critics, and the structuralists, this course undertakes to furnish any reader with something to say

## ENGLISH LANGUAGE & LITERATURE

about literature and the terms in which to say it. T 4:10, Th 3:10-5. Frank Ellis.

- [244a] *Literary Criticism from Sidney to the Present*. A study of the development of Anglo-American literary criticism. Particular attention to critics who are poets and to the variously intimate relations between critical and literary activities. Some consideration of the ways in which the critical tradition helps to define contemporary issues in literary theory.]
- 245a *British Literature from 1900 to 1935*. Major works of modern British poetry, drama, and fiction. Yeats, Forster, Joyce, Shaw, the War poets, Eliot, Woolf, Lawrence, Huxley. W F 1:10, Th 2:10. Jefferson Hunter.
- 246b *British Literature since 1935*. Changes in British life and literature from World War II to the present, with particular attention to the Angry Young Men (and women). Readings in Auden, Orwell, Greene, Osborne, Pinter, Larkin, Hughes, Rhys, Lessing, Drabble, and others. W F 1:10, Th 2:10. Jenefer Shute.
- [287b] *Metamorphosis as a Motif in Western Literature*. Same as Comparative Literature 287b.]
- 291 *A Survey of Selected Literary Masterpieces from Homer to Tolstoy*. Same as GENERAL LITERATURE 291. See Inter- and Extra-departmental Courses, p. 211.
- [294b] *Literature and Politics in England, 1660-1714*. Same as HISTORY AND LITERATURE 294b. See Inter- and Extra-departmental Courses, p. 212.]
- 295a *The Imagination and the City*. Same as Comparative Literature 295a.
- 296a *Proseminar: The Comparatist's Perspective on Literature*. Same as Comparative Literature 296a.

## THIRD-LEVEL COURSES

All third-level courses are seminars and consequently limited to 12 unless otherwise noted. They are open to seniors, to juniors, and to sophomores who have completed English 207 or GENERAL LITERATURE 291.

- 301, 301a, 301b *Special Studies*. Independent study, normally for majors. Students should not expect to sign up for *Special Studies* unless they are unusually well qualified to explore a special area of reading and research which is not covered by a course already listed in the *Bulletin*. Approval of the instructor and department Chair is required.
- 309b *Arthurian Literature of the Middle Ages*. Same as Comparative Literature 309b.
- [310a *Medieval Poetry and Drama*.]
- [312b *Special Topics in Shakespeare*.]
- 313a *The English Drama in the Age of Shakespeare*. Form and theme in the plays of Shakespeare and his contemporaries—e.g., Marlowe, Kyd, Jonson, Webster,

## ENGLISH LANGUAGE & LITERATURE

Tourneur, Middleton; the Shakespeare plays will be determined by the needs and interests of the members of the seminar. T 2:10-4. Richard Young.

- [315a *The Age of Baroque*. Baroque and counter-Baroque works by outstanding writers and artists of the seventeenth century, including Bernini, Caravaggio, Donne, Milton, Racine, Rembrandt, Shakespeare, Velazquez, Vermeer, and continental poets. The dual purpose is to bring out in detail the style, form, and most interesting themes of individual works, and to see the works in the current of Baroque style and thought originating in Italy. Recommended background: Renaissance or seventeenth-century literature and art, and foreign languages. Open to majors other than English; admission by permission of the instructor.]
- [317b *Topics in Seventeenth- and Eighteenth-Century English Literature*.]
- [318a *The Realistic Mode*. Same as Comparative Literature 318a.]
- [320a *Studies in Nineteenth-Century Poetry*.]
- [321b *Ballad*. The ballad as an art form: its types, origins, intrinsic values, literary adaptations, and discography.]
- 322b *Romantic Poetry*. Topic for 1983-84: Romantic Vision. Romantic poetry in the context of the visual arts. Mutual influence of poets and painters: Wordsworth and Constable, Shelley and Turner; themes shared by poets and artists: Romantic landscape, Romantic classicism, Romantic orientalism, fatal women. Poets include Blake, Wordsworth, Coleridge, Keats, Shelley, Byron; painters include Poussin, Gainsborough, Fuseli, Turner, Constable. Th 7:30-9:30. Anne Janowitz.
- [325b *Studies in Nineteenth-Century Fiction*.]
- [327a *Aestheticism and Decadence*. The opposition of art to modern life from Poe through Baudelaire, the Pre-Raphaelites, Pater, Huysmans, and others to Wilde and his associates, with attention to such themes as the *femme fatale*, interior worlds, the self as artifact, and the analogies between language and other media.]
- 328b *James Joyce*. A study of Joyce's major works, with particular emphasis on *Ulysses*. M 7:30-9:30. William Van Voris.
- [330b *Modern British and American Poetry*.]
- 331a *Modern Fiction*. Issues and problems (self-dramatizing, randomness and casual design, the role of myth, fictional games, vagaries in time) in novels and stories by such authors as Flaubert, Conrad, Ford, Kafka, Borges, Beckett, and Nabokov. Th 7:30-9:30. Jenefer Shute.
- 332b *D. H. Lawrence*. A study of the poetry and major fiction in relation to Lawrence's life and his aesthetic and intellectual concerns. Th 3:10-5. Joan Garrett-Goodyear.
- 333a *A Major British or American Writer*. Topic for 1983-84: Flannery O'Connor. A reading of her complete works with some attention to their religious, social, and literary context. W 7:30-9:30. Sally Fitzgerald.



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- [338b *William Faulkner*. Study of the major fiction from 1929 to 1942, with emphasis on Faulkner as a modernist and not merely a Southern writer.]
- [339b *American Literature*.]
- [340b *Heroic and Pastoral*. Tradition and experiment in the epic and pastoral modes.]
- 341b *Religious Poetry*. Problems arising from two periods of theological and poetic change, the Renaissance and the twentieth century: tension between traditional religious language and individual, empirical observation; the special goals, limitations, and innovations of religious poets; and the problems of belief, then and now. Emphasis on such poets as Donne, Herbert, Vaughan, Hopkins, Eliot, and Sexton. T 2:10-4. Patricia Skarda.
- [342a *Comedy*. The evolution of comedy on the stage from Aristophanes to Oscar Wilde.]
- 343a *Satire*. A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Jonson, Swift, and Pope to Byron, Waugh, West, and Vonnegut. Th 7:30-9:30. Nora Jaffe.
- 346a *Literary Perspectives on Women*. Selected works by women essayists, novelists, and poets of the nineteenth and twentieth centuries, designed to show changing perceptions of the nature of women and the causes and consequences of their position in society. Special attention to the role of the woman writer. Wollstonecraft, Austen, Charlotte Brontë, Eliot, Wharton, Woolf, de Beauvoir, Lessing, Rich, Plath, Robinson. Th 3:10-5. Margaret Shook.
- [347a *T.S. Eliot*. A study of his poems and plays in relation to his criticism and the sources of his art.]
- 353a *Sonnets and Sonnet Cycles*. Same as Comparative Literature 353a.

## GRADUATE

401, 401a, 401b *Graduate Special Studies*. Independent study for graduate students. Admission by permission of the Chair.

## THE MAJOR

Advisers: Joan Bramwell, Frank Ellis, Dean Flower, Joan Garrett-Goodyear, Elizabeth Harries, Vernon Harward, Jefferson Hunter, Nora Jaffe, Ronald Macdonald, Francis Murphy, Eric Reeves, Sharon Seelig, Margaret Shook, Patricia Skarda, Harold Skulsky, William Van Voris.

Adviser for Study Abroad: Frank Ellis.

The purpose of the English major is to develop a critical and historical understanding of English and American literature and language.



## ENGLISH LANGUAGE & LITERATURE

### Requirements for the Class of 1984:

- 1) 207 or 291;
- 2) 214a or b;
- 3) 218a or b;
- 4) eight additional courses, subject to the following qualifications:
  - a) at least three of the courses must be in English or American literature primarily before 1914. These courses are 215a, 217b, 220a, 221b, 222a, 223a, 224b, 225a, 226a, 226b, 227a, 227b, 229b, 231b, 232b, 233b, 238b, 240a, 244a, 294b, 295a, 309b, 310a, 312b, 313a, 315a, 317b, 318a, 320a, 321b, 322b, 325b, 340b, 341b, 342a, 343a, 353a;
  - b) two semester courses in Greek, Latin, French, German, Italian, Portuguese, Spanish, or Russian literature (not language) may be counted;
  - c) not more than two colloquia (120a and b) and one course in advanced writing (258a or b, 260a or b, 261a or b, 360a) *or* one colloquium and two courses in advanced writing may be counted toward the major. (No colloquia or writing courses are required for the major.)

No required courses may be taken for a Satisfactory/Unsatisfactory grade except for one course in writing.

Recommendations: students majoring in English are urged to take (1) 207 if they have not previously studied the history of English literature; (2) at least one course in the Renaissance and seventeenth century and at least one course in the Restoration and eighteenth century; and (3) at least one seminar in each of the last two years.

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### Requirements for the Class of 1985 and subsequent classes:

- 1) 207 or 291;
- 2) 214a or b;
- 3) 218a or b;
- 4) eight additional courses, subject to the following qualifications:
  - a) one of these must be taken in Medieval or Renaissance literature (211a or b, 215a, 217b, a second semester of 218a or b, 220a, 221b, 309b, 310a, 312b, 313a, 315a);
  - b) one of these must be taken in literature written between 1660 and 1830 (222a, 223a, 224b, 225a, 226a, 227a, 231b, 238b, 294b, 317b, 322b, 343a);
  - c) not more than two colloquia (120a and b) and one course in advanced writing (258a or b, 260a or b, 261a or b, 360a) *or* one colloquium and two courses in advanced writing may be counted toward the major. (No colloquia or writing courses are required for the major.)
- 5) The following substitutions are possible for the requirements listed under (4):

## ENGLISH LANGUAGE & LITERATURE

- a) students who take *both* survey courses (207 and 291) may omit requirements 4a and 4b;
- b) two semester courses in Greek, Latin, French, German, Italian, Portuguese, Spanish, or Russian literature (not language) may be counted.

No required courses may be taken for a Satisfactory/Unsatisfactory grade except for one course in writing.

### HONORS

Directors: for the Class of 1984, Sharon Seelig; for the Class of 1985, Dean Flower.

501a *Thesis*.

Requirements: Students in honors must fulfill the general requirements of the major. They will normally be given priority in seminars. In the first semester of the senior year they will present a thesis (501a) to count for one semester course beyond the twelve courses in English required for the major. In either first or second semester of the senior year, they may carry three rather than four courses. Preference will be shown applicants with B+ marks in literature courses or with strong faculty recommendations.

Examination: The honors examination will be formulated in a way that tests the student's knowledge of different periods and genres in English and American literature. The examination will be taken in the spring of the senior year.

## EXERCISE AND SPORT STUDIES

ASSOCIATE PROFESSORS:	RITA MAY BENSON, M.S. **CARYL MIRIAM NEWHOF, M.S. †MARTHA CLUTE, A.M. DONALD STEVEN SIEGEL, ED.D. JAMES H. JOHNSON, PH.D., <i>Chair</i>
INSTRUCTOR:	JOAN L. NEIDE-KNOX, M.S.
TEACHING FELLOWS:	AMY C. CRAFTS, B.A. ANN M. FOLEY, B.S. YOHANAN GIAT, TEACHER'S CERTIFICATE (ISRAEL) AMY KELLY, B.P.E. ELIZABETH A. McMAHON, B.S. KRISTIN D. POWELL, B.A. ANNABEL PRINS, B.S. GABRIELLE RICHARD, B.A.

### A. THEORY COURSES

- 100a *Introduction to Exercise and Sport Studies*. A survey of the major subdisciplines of exercise and sport studies, including sports history and philosophy, sport psychology and sociology, exercise physiology and biomechanics, and health behavior. M 11:20, T 10:20-12:10. James Johnson, Joan Neide-Knox, Donald Siegel.
- 250b *Physical and Biological Foundations of Exercise*. Basic kinesiology and the physiology of exercise; structural and mechanical analysis of sport and dance movements; principles of training; short- and long-term effects of exercise and nutrition. M 9:20-11:10, T 9:20; lab. M 2:10-4 or W 1:10-3. James Johnson.

### B. PERFORMANCE COURSES—CREDIT

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, and knowledge of human movement. Each course encompasses a combination of instruction in technique, readings, lecture, and discussion. In general, each section involves an average of two scheduled hours per week. Students receive one-quarter course credit (one semester hour) for each completed section, with no more than four performance courses for credit toward the degree. Normally students must take partial credit courses in addition to a full course load.

- 120a, 120b *Advanced Lifesaving*. Provides the skills and knowledge necessary to allow those successfully completing the course to effect safe rescues in aquatic emergencies. ARC certification upon successful completion. 120a: Th 7:30-9:30, Joan Neide-Knox. 120b: M 7:30-9:30, Rita Benson.
- 121a, 121b *Aerobic Dance*. Choreographed dance routines to music. T Th 3:10. James Johnson.
- 122a, 122b *Aerobics*. Introduction to the principles of aerobic training, methods of participation, and actual training to improve aerobic power. Students are systematically monitored for maximum oxygen consumption throughout the semester while engaging in individually planned aerobic training programs. T 11:20 and two hours to be arranged. Ann Foley.

## EXERCISE AND SPORT STUDIES

- [123b *Badminton*. The development of badminton skills, principles, evolution, strokes, and strategy. Joan Neide-Knox.]
- [124b *Basketball*. Individual and group instruction in the fundamentals of basketball. Full- and half-court play. Game tactics, rules, strategies, and the history and development of the sport. Bonnie May.]
- 125a, 125b *Fencing*. The basic techniques of attack and defense, foot-work, rules, equipment, strategies, and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. M T 9:20. Jacqueline Blei.
- [126a *Field Hockey*. The basic skills, strategy, and tactics of the outdoor eleven-a-side game and the developing indoor seven-a-side game. Caryl Newhof.]
- 127b *Gymnastics*. The basic skills of artistic and rhythmic gymnastics. Development of skills to perform compulsory routines in all events. Principles of judging and basic mechanics. T Th 3:10. Yohanan Giat.
- [128b *Lacrosse*. The basic stickwork, techniques, rules, equipment, positioning on the field, tactics, and strategy. The origins and evolution of the early game of lacrosse to the modern game played in the United States. Jacqueline Blei.]
- 129a *Outdoor Skills I*. Fundamentals of outdoor travel by canoe and foot. Emphasis on technique, conditioning, safety, nutritional requirements, and planning. Students should plan to make one or two weekend trips. Th 3:10-5.
- 130b *Outdoor Skills II*. A continuation of Outdoor Skills I, with the addition of cross-country skiing, cycling, and whitewater canoeing. Students should plan on afternoon field trips and one or two weekend trips. Th 3:10-5.
- 131a, 131b *Physical Conditioning*. The theory and performance of general conditioning and the basic principles of exercise. 131a: M W 2:10. Yohanan Giat; M W 3:10. Annabel Prins. 131b: M W 2:10, T Th 2:10, Ann Foley; M W 3:10, Annabel Prins.
- 132b *Scuba Diving*. Techniques of scuba diving. The use and care of equipment, safety, the physiology and techniques of scuba diving. Two open water check-out dives required, in addition to the written and swimming pool testing. NAUI certification upon completion. Hours to be arranged.
- [133a *Soccer*. Instruction in the fundamental skills, rules, game tactics, and strategy of soccer. The history of the game. Bonnie May.]
- 134b *Springboard Diving*. The understanding of the principles and the development of diving skills. Development of skills necessary to perform at least ten different dives from five categories. W Th 2:10. Kim Bierwert.
- 135a, 135b *Squash*. Basic strokes, rules, equipment, game tactics, and strategy. The history and traditions of squash. 135a: M T 9:20; W Th 11:20; Th F 8:20. Caryl Newhof. 135b: M T 2:10; W Th 9:20.
- 136a, 136b *Stress Management*. The physical and psychological components of stress, identification of personal stress-provoking situations and irritants, and



## EXERCISE AND SPORT STUDIES

techniques for daily stress management. 136a: M 2:10-4, Annabel Prins. 136b: M 2:10-4, Lori Divine.

- 137a *Swimming*. Theory and performance of swimming. Swimming techniques including strokes, turns, and survival methods. M T 9:20. Kim Bierwert.
- 138b *Synchronized Swimming*. Instruction in basic synchronized swimming skills, adaptation of strokes to music, execution of stunts, and choreography of swimming routines. M T 11:20. Rita Benson.
- 139a, 139b *Tennis (Beginning)*. The development of tennis skills, principles, evolution, strokes, and strategy. 139a: M T Th 1:10; M T Th 2:10. Joan Neide-Knox. 139b: M T 9:20; M T 2:10. Joan Neide-Knox.
- 146a, 146b *Tennis (Intermediate)*. The development of stroke consistency and shot direction and singles and doubles strategy. Prerequisite: permission of instructor. 146a: W 11:20, Th 10:20, Joan Neide-Knox. 146b: M T 8:20, Joan Neide-Knox. (E)
- [140a *Volleyball*. The basic skills, rules, game tactics, and strategy of volleyball. The history of the game and systems of play. Bonnie May.]
- [141b *Water Polo*. Fundamentals of water polo including ball handling, conditioning, offensive and defensive strategies, and goal tending skills. Kim Bierwert.]
- 142a, 142b *Water Safety Instructor*. Instruction in techniques, theory, and teaching methods of swimming and life-saving courses. American Red Cross (ARC) certification upon successful completion. Prerequisites: current ARC Advanced Life Saving Certificate and advanced skill in swimming. 142a: M 7:30-9:30 and two hours to be arranged. Rita Benson. 142b: Th 7:30-9:30 and two hours to be arranged. Rita Benson.
- 143a, 143b *Yoga*. Yoga postures, breathing, and philosophy. Designed to give an opportunity to discover weaknesses and strengths, misalignments and imbalances. M 2:10-4. Jyoti Hansa.
- 144b *Emergency Care for Sports and Exercise*. Standard first aid, cardio-pulmonary resuscitation, and an introduction to sports medicine. American Red Cross (ARC) certification in standard first aid and in cardio-pulmonary resuscitation. W 7:30-9:30. Annabel Prins.
- 145a *Self Defense*. The use of defensive and offensive moves to develop poise and confidence so a person can handle a threatening situation effectively. W Th 9:20. Joan Neide-Knox. (E)

## C. PERFORMANCE COURSES—NON-CREDIT

The following courses are offered on an elective, non-credit basis. Classes usually meet two times per week for six weeks.

## EXERCISE AND SPORT STUDIES

Fall (f)  
Winter I (x)  
Winter II (y)  
Spring (s)

*Aerobic Dance.* x: M W 3:10.

*Badminton.* x: M T 9:20; y: M T 1:10. Joan Neide-Knox.

*Basketball.* x: T Th 2:10; y: T Th 2:10. Bonnie May.

*Canoeing.* f: W Th 1:10; s: M T 1:10. Annabel Prins.

*CPR.* f-x: T 7:30 p.m. Annabel Prins; W 7:30 p.m. Donald Siegel.

*Crew.* f: M T 2:10; M T 3:10; W Th 3:10; s: M T 2:10; M T 3:10; W Th 3:10.  
Rita Benson.

*Cycling.* f: T Th 4:10-5:30.

*First Aid.* f-x: T 7:30 p.m.; W 7:30 p.m. Annabel Prins.

*Golf.* f: M W 1:10, Caryl Newhof; s: M T 1:10.

*Gymnastics.* y: W Th 2:10. Yohanan Giat.

*Israeli Dance.* f-x: W 7:30 p.m. Yohanan Giat.

*Lacrosse (Beginning).* x: M W 2:10.

*Physical Conditioning.* x: T Th 2:10. Ann Foley; y: T Th 3:10. Jacqueline Blei.

*Self-Defense.* y: W Th 11:20; s: W Th 10:20. Joan Neide-Knox.

*Softball.* s: M W 1:10. Bonnie May.

*Squash (Beginning).* f: M T 8:20; W Th 9:20; Th F 10:20; x: M T 8:20; M T 10:20;  
W Th 9:20. Caryl Newhof; y: M T 8:20; M T 9:20; M T 11:20; W Th 8:20; W Th  
2:10; s: M T 8:20.

*Squash (Intermediate).* x: M T 2:10; W Th 2:10. Caryl Newhof.

*Swimming (Beginning).* f: M T 11:20; W Th 2:10; x: M T 2:10; y: W Th 2:10; s: M T  
11:20. Rita Benson.

*Swimming (Intermediate).* x: W Th 2:10. Rita Benson; y: M T 2:10, Rita Benson;  
s: W Th 3:10.

*Swimnastics.* x: M T 11:20; y: W Th 11:20. Annabel Prins.

*Table Tennis.* f-x: M W 1:10. Yohanan Giat.

*Tennis (Beginning).* f: M T 11:20. Jacqueline Blei; M W 2:10. Caryl Newhof; s: T Th  
2:10, Ann Foley; W Th 11:20, Jacqueline Blei.

*Tennis (Low Intermediate).* f: M T 8:20. Ann Foley; M W 3:10. Caryl Newhof;  
s: W Th 1:10, Joan Neide-Knox.

*Tennis (Low/High Intermediate).* f: M T 8:20. Joan Neide-Knox.

*Tennis (Singles and Doubles Strategy).* f: M T 1:10. Ann Foley; s: M T 1:10. Joan  
Neide-Knox.

*Tennis (Drill).* f: M T 9:20. Joan Neide-Knox; s: W Th 9:20, Joan Neide-Knox.

## EXERCISE AND SPORT STUDIES

*Uechi-Ryu Karate.* f, x, y, s: M W 3:10. Joan Neide-Knox.

*Volleyball.* f: T Th 2:10. Bonnie May.

### *Riding*

Courses in riding are not offered by the College. Both recreational riding and riding instruction are available, however, at a private riding stable adjacent to the campus. The courses of instruction offered each year include Beginning, Intermediate, and Advanced Horsemanship; Beginning, Intermediate, and Advanced Horsemanship over Fences; Dressage; Drill Class; and Horsemanship Certificate. A fee is charged for these classes. Further information may be obtained from the Smith College Riding Stable at extension 345.

## D. GRADUATE COURSES

Adviser: Donald Siegel.

- 405a, 405b *Theoretical and Practical Foundations of Coaching.* Assisting in two different intercollegiate sports in two different seasons. Modular learning in audiovisual aids, coaching psychology, officiating, organization and management of athletic programs, and physical training methods. Prerequisite: advanced skill and previous teaching and/or coaching experience. Hours to be arranged. Caryl Newhof.
- 410b *The Anatomical and Mechanical Analysis of Movement.* A three-section course in sports analysis. Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 250b, undergraduate kinesiology, or biomechanics. Lec. M T W 8:20; lab. to be arranged. James Johnson.
- 415a *The Physiology of Exercise.* An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition, telemetry, and evaluation of physical work capacity. Prerequisite: 250b or undergraduate exercise physiology. M T W 8:20; lab. to be arranged. James Johnson.
- 420a, 420b *Special Studies.* In adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning, or other approved topics. Hours scheduled individually. Members of the department.
- 430a *Statistical Methods for Physical Education.* Quantitative evaluation in physical education including statistical methods and the computer as a research tool. W Th F 9:20. Donald Siegel.
- 435b *Advanced Statistical Methods.* The application of analysis of variance and multiple regression to problems in exercise and sport science. SPSS and BMDP statistical packages are utilized to assist students with computations. Prerequisite: 430a. M T 9:20. Donald Siegel.
- 445b *Research in Physical Education.* Critical survey of literature, study of research design and techniques, and practice in preparation of research reports. W 7:30-9:30. Donald Siegel.

## EXERCISE AND SPORT STUDIES

- 450, 450a, 450b *Thesis*. Hours to be arranged. Members of the department.
- 460a, 460b *Supervised Teaching in Physical Education*. Individually arranged.
- [465a *Seminar in Skill Acquisition and Performance*. Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making, and effector processes. Independent research required. Prerequisite: Psychology 218b or the equivalent. M T 9:20; laboratory hours to be arranged. Donald Siegel.]
- 470a *Psychology of Sport*. An examination of sport from a psychological perspective. Topics include: sport and culture, competition, personality and performance, aggression, and motivation. Th F 8-9:10. Donald Siegel.
- [475b *Athletic Injury: Care and Prevention*. Theory and practice of sports medicine with emphasis on injury prevention, protection, and rehabilitation in dance and women's sports. Prerequisite: 250b or Biological Sciences 101a or b or 150a. Recommended: 410b. Dis. M 11:20, T 10:20-12:10; lab. W 10:20.]
- 490b *Seminar in Exercise Science*. An advanced course in the mechanical and physiological foundations of human movement. Attention to prediction of success in sports performance, assessment of physical fitness, and efficiency of various sports tasks. Independent and group research projects required. Prerequisite: 415a. Th 10:20-12:10. James Johnson.



## FRENCH LANGUAGE & LITERATURE

PROFESSORS:	JOSEPHINE LOUISE OTT, PH.D. ANDRÉE DEMAY, AGRÉGÉE DE L'UNIVERSITÉ MARIE-JOSÉ MADELEINE DELAGE, LIC. ÈS L., D.E.S., DOCTEUR EN HISTOIRE, <i>Chair</i> PATRICIA WEED, PH.D. **LAWRENCE ALEXANDER JOSEPH, PH.D. §JAMES J. SACRÉ, PH.D.
ASSOCIATE PROFESSORS:	DAVID R. BALL, LIC. ÈS L., DOCTEUR EN LITTÉRATURE GÉNÉRALE ET COMPARÉE †MARILYN SCHUSTER, PH.D. MARY ELLEN BIRKETT, PH.D.
ASSISTANT PROFESSORS:	ANN LEONE PHILBRICK, PH.D. *VINCENT JAMES POLLINA, PH.D. MARTINE GANTREL, AGRÉGÉE DE L'UNIVERSITÉ DENISE ROCHAT, PH.D.
LECTURERS:	LUCILE MARTINEAU, A.M., M.S.W. ANNE PAUPERT, AGRÉGÉE DE L'UNIVERSITÉ THOMAS A. TREZISE, M.PHIL.
MELLON LECTURERS:	THIERRY GRASSIOULET, LIC. ÈS L., MAÎTRISE D'ANGLAIS MONA YOUNÈS, PH.D.

All classes and examinations in the department (except 283a, 335b, 352b, and 360a) are conducted in French. In all language courses slide lectures, films, and work in the language laboratory will supplement classroom instruction.

In sectioned courses, the principal times of meeting are indicated. However, students should reserve the entire time block, since in *all* language courses the fourth hour may be used at the discretion of the instructor for conversation groups.

Qualified students may apply for residence in *La Maison Française, Dawes*.

### A. LANGUAGE

- 100b *Beginning Course*. An accelerated course designed to prepare the beginner to enter a 200-level French course the following year. *Not* open to students presenting entrance units in French except by permission of the department. *Three semesters' credit*. Lec. Th 4:10; sect. M T W Th F 9:20, Denise Rochat, Patricia Weed (first semester); M T W Th F 11:20, Mona Younès. (Two sections, both M T W Th F 9:20, Lec. Th 4:10, will be given second semester.)
- 102a *Elementary Course*. Oral work and grammar review based on reading of contemporary texts: Sartre, Camus, and others. Prerequisite: two entrance units. Lec. Th 4:10; sect. M T 9:20, W 3:10, Ann Philbrick; W Th F 9:20, Mary Ellen Birkett.
- 103b A continuation of 102a. Prerequisite: 102a or permission of the instructor. Lec. Th 4:10; sect. W Th F 11:20. Mary Ellen Birkett.
- 104a *Intermediate Course*. Grammar review and vocabulary building, written and oral work. Reading will include short works by modern writers and some study of aspects of French culture. Prerequisite: three entrance units. Lec.

## FRENCH LANGUAGE & LITERATURE

- Th 4:10; sect. M T W 8:20, Anne Paupert; M T 9:20, W 3:10, Martine Gantrel; W Th F 9:20, Josephine Ott.
- 200a *High Intermediate Course*. Grammar, composition, and oral work based on a study of works by modern French authors such as Ionesco, Duras, and others. Prerequisite: four entrance units or permission of the department. M T W 8:20, Martine Gantrel; M T 9:20, W 3:10, Thierry Grassioulet, Lucile Martineau; M T 11:20, W 10:20, Thierry Grassioulet; W Th F 9:20, Lawrence Joseph; W Th F 11:20, David Ball; W 3:10, Th F 8:20, Thomas Trezise.
- 200b A repetition of 200a. Especially recommended for students coming from 104a. M T 11:20, W 10:20, Vincent Pollina; W Th F 11:20, Lucile Martineau.
- 201b A continuation of 200a. Readings include short stories by contemporary writers, as well as a selection of newspaper articles (from such periodicals as *Le Monde*, *L'Express*, *Le Nouvel Observateur*) on topics related to literary texts. Prerequisite: 200a or permission of the department. M T 11:20, W 10:20, Anne Paupert; W Th F 9:20, Thomas Trezise.
- [206b *Introduction to the Phonetics of French*. A study of the characteristic features of French in sound. Prerequisite: one semester of intermediate-level French or permission of the instructor. Enrollment limited to 15.]
- 302a *Advanced Grammar, Phonetics, and Composition*. Emphasis on some of the subtle points of grammar. Weekly compositions; exercises in translation from English to French; extensive work in phonetics; discussion and oral reports based on short modern texts. W Th F 9:20. Andrée Demay.
- 303b *Advanced Composition*. A continuation of 302a. Emphasis on vocabulary building and development of prose style in French through text editing of weekly compositions; prose style analysis of selected major authors, and pastiche. Continuation of phonetic practice. Prerequisite: 302a or permission of the instructor. W Th F 9:20. Patricia Weed.

## B. LITERATURE

Unless otherwise stated, the prerequisite for intermediate literature courses is four entrance units, or two semesters above the level of 103b, or permission of the department.

Unless otherwise stated, the prerequisite for advanced courses is two semester literature courses at the intermediate level or permission of the department.

- 210a *Introduction to the Literature and Civilization of France*. A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Basis for both French Literature and French Studies major. Lec. T 4:10; sect. M T 9:20, W 3:10, Anne Paupert; M T 11:20, W 10:20, Martine Gantrel; M T 1:10, W 2:10, Thierry Grassioulet; W Th F 9:20, Marie-José Delage; W Th F 11:20, Andrée Demay.
- 210b A repetition of 210a. Lec. Th 10:20; sect. W Th F 11:20, Patricia Weed.

- 211b *Introduction to the Literature and Civilization of France*. A study of cultural relationships in the seventeenth and eighteenth centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Basis for both French Literature and French Studies major. Lec. T 4:10; sect. M T 9:20, W 3:10, Vincent Pollina; W Th F 9:20, Marie-José Delage; W Th F 11:20, Thomas Trezise.
- 216a *Readings in Modern Literature*. An introduction to literary analysis. Some sections focus on problems of genre, others on thematic problems.
- A. *Women Writers of Quebec*. Roy, Loranger, Brossard, Bersianik, Blais, Hébert. M T 11:20, W 10:20, Lucile Martineau.
- B. *The Search for Identity*. Gide, Camus, Sartre. W Th F 9:20, Thomas Trezise.
- C. *Communication and Language*. Beckett, Sartre, Robbe-Grillet. W Th F 11:20, Thomas Trezise.
- 216b *Readings in Modern Literature: Fantasy and Madness*. Giraudoux, Michaux, Maupassant, Supervielle, Alain Fournier. Normally cannot be taken after 216a. W Th F 9:20, Ann Philbrick.
- [217b *Studies in Literary Forms: Drama*.]
- [218b *Studies in Literary Forms: Lyric Poetry*.]
- 219a *Studies in Literary Forms: The Novel*. The evolution of the novel from Balzac to the *nouveau roman*. Prerequisite: one semester course in language or literature at the intermediate level, or permission of the department. Well-qualified freshmen are urged to seek admission to this course. M T 11:20, W 10:20, Ann Philbrick; W Th F 11:20, Lawrence Joseph.
- 219b A repetition of 219a. M T 9:20, W 3:10, Anne Paupert; W Th F 11:20, Josephine Ott.
- [225a *The Classical Ideal*. The evolution of seventeenth-century tragedy as shown in selected plays of Corneille and Racine. The farce and high comedy of Molière.]
- [262b *Theatre about Theatre*. Same as Comparative Literature 262b.]
- 283a *The Balzacian Heritage*. Same as Comparative Literature 283a.
- 311a *Preromanticism and Romanticism*. The romantic revolution in the first half of the nineteenth century. Works by Rousseau, Chateaubriand, Hugo, Musset, Vigny, and others, with references to other European literatures. M T 11:20, W 10:20, Anne Paupert.
- 311b A repetition of 311a. M T 9:20, W 3:10, Martine Gantrel.
- 312b *Masters of the Nineteenth-Century Novel*. Balzac, Stendhal, Flaubert, Zola. W Th F 11:20, Mona Younès.
- [313b *French Poetry of the Second Half of the Nineteenth Century*. The opening of the modern era in French poetry: Baudelaire, Verlaine, Rimbaud, Mallarmé. Recommended background: 311a or b, or 316a.]



## FRENCH LANGUAGE & LITERATURE

- 314a *French Literature of the Eighteenth Century: The Novel*. Significant novels of the period studied as samples of a genre developing new techniques and as a reflection of certain aspects of the social and intellectual life of the time. Readings: Abbé Prévost's *Manon Lescaut*, Diderot's *La Religieuse*, Rousseau's *La Nouvelle Héloïse*, Laclos's *Les Liaisons Dangereuses*. W 11:20, Th 10:20-12:10. Mary Ellen Birkett.
- [315b *French Literature of the Middle Ages*. Works from the medieval lyric, epic, romance, and theatrical traditions. Texts include the *Chanson de Roland*, *Yvain* and *Perceval* of Chrétien de Troyes, *La Farce de Maistre Pathelin*, and poems by such authors as Bernart de Ventadorn, Rutebeuf, Christine de Pisan, and François Villon.]
- [316a *French Literature of the Renaissance*. An introduction to the thematic innovation and formal perfection of sixteenth-century poetry, with attention to the development of skills that can help make one a better reader of any poem. Love, death, and the spiritual quest are envisaged in a variety of ways. Authors include Ronsard, Du Bellay, Scève, Louise Labé, Pernette du Guillet, Sponde, and La Ceppède.]
- 317a *French Literature of the Seventeenth Century*. Topic for 1983-84: Fictions and Realities of Power in the Seventeenth Century. Authority and hierarchy versus the dynamics of rebellion at court, in society at large, in the family. Readings include texts by Corneille, Mme de La Fayette, La Fontaine, Louis XIV, Molière, Pascal, Racine, Retz, Saint-Simon. May be counted toward the major in French Studies. M T 11:20, W 10:20. Patricia Weed.
- 318b *French Literature of the Twentieth Century*. A study of major trends in the modern novel. Authors include Proust, Gide, Sartre, Camus, Gracq, and Sarraute. M T 11:20, W 10:20. Denise Rochat.
- 335b *Poetry and Music of the Troubadours*. See Inter- and Extra-departmental Courses, p. 213.
- 350a, 350b *Special Studies*. Admission by permission of the department; normally for junior and senior majors, and for qualified juniors and seniors from other departments.
- 352b *The Don Juan Theme*. Same as Comparative Literature 352b.
- 360a *The Modernist Movement*. Same as Comparative Literature 360a.

## C. CIVILIZATION

210a or b and 211b, see section B., Literature.

- 228b *French Cinema*. Consideration of historical developments and major trends underlying the modern French cinema. Works by directors such as Vigo, Clair, Renoir, Carné, Truffaut, Bresson, Godard, Resnais. Viewing hours W 7:30, Th 3:10; sect. M T 9:20, W 3:10, David Ball; W Th F 11:20, Thierry Grassioulet. N.B. Attendance at both film showings is required.



## FRENCH LANGUAGE & LITERATURE

- 330b *Modern French Civilization*. Topic for 1983-84: Art, Literature, and Society in France after the Second World War. W Th F 9:20. Thierry Grassioulet.

### D. SEMINARS

- 340b A senior seminar designed to coordinate the work of the major in French Studies. M 2:10-4. Andrée Demay.
- 342b *Stylistics*. Composition, translations, analyses of various oral and written French styles. Th 3:10-5. Josephine Ott.
- [343a *Theme and Form in French Literature*.]
- [344a *Studies in Drama*.]
- 345b *French Thought*. Topic for 1983-84: Montaigne and His Time. Three major aspects of Montaigne's work with reference to other authors of the period: 1) Montaigne as witness of civil and religious wars (cf. d'Aubigné and Montluc); 2) Montaigne and the Renaissance heritage (cf. Ronsard, Du Bellay, Garnier, Marguerite de Navarre); 3) Montaigne as humanist and author (cf. Rabelais, Amyot). May be counted toward the major in French Studies. T 2:10-4. Marie-José Delage.
- 348a *Studies in Nineteenth-Century Literature*. Topic for 1983-84: The Paris of Balzac. Parisian life as represented in selected novels of *La Comédie Humaine*. The literary themes of the modern metropolis studied in the historical, social, and artistic contexts of the "Restauration" and the "Monarchie de Juillet." May be counted toward the major in French Studies. T 2:10-4. Josephine Ott.
- 349a *Studies in Twentieth-Century Literature*. Topic for 1983-84: The Autobiographical Mode. A study of recent autobiography in its relation to other literary forms such as journals, memoirs, and novels. Readings include works by Proust, Gide, Mauriac, Leiris, Colette, Sartre, and others. Th 3:10-5. Lawrence Joseph.

### E. GRADUATE

Adviser: Andrée Demay.

450, 450a, 450b *Research and Thesis*. 450a or 450b may be taken for double credit.

451, 451a, 451b *Advanced Studies*. Arranged in consultation with the department.

### THE MAJORS

Advisers: David Ball, Josephine Ott, Ann Philbrick, Patricia Weed.

Adviser for Study Abroad: Josephine Ott.

Majors in both French Language & Literature and in French Studies who spend

## FRENCH LANGUAGE & LITERATURE

their Junior Year in Paris will normally meet certain of the requirements during that year, in particular the advanced courses in language.

Effective for the Class of 1985 and subsequent classes:

### FRENCH LANGUAGE AND LITERATURE

Requirements: ten semester courses distributed as follows:

1. 210a or b or 211b or an equivalent accepted by the department as the basis for the major;
2. 302a, followed by 303b;
3. a seminar in French language, literature, or civilization, to be taken in the senior year;
4. six additional semester courses, of which four must normally be literature courses at the advanced level.

A major is expected to have taken at least one course in five of the following periods: Middle Ages, Renaissance, Seventeenth Century, Eighteenth Century, Nineteenth Century, Twentieth Century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods.

### FRENCH STUDIES

Requirements: ten semester courses distributed as follows:

1. 210a or b or 211b or an equivalent accepted by the department as the basis for the major;
2. 302a, followed by 303b;
3. 340b, a course designed to coordinate the work of the major in French Studies;
4. a seminar in French language, literature, or civilization to be taken in the senior year;
5. three courses in French literature or civilization, of which two must normally be at the advanced level;
6. two courses chosen from the department of French or from appropriate offerings in other departments.

A major is expected to have taken at least one course in each of the following three periods: 1) Middle Ages/Renaissance; 2) Seventeenth Century/Eighteenth Century; 3) Nineteenth Century/Twentieth Century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods.

### HONORS

Director: Andrée Demay.

501a *Thesis*.

## FRENCH LANGUAGE & LITERATURE

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. In addition to the normal requirements of the major, the candidate will write a thesis which will count for one semester course; the thesis will be due on the first day of the second semester of her senior year. In the second semester of the senior year, she will take an oral examination based on her thesis and the field in which it was written.

## GEOLOGY

PROFESSORS:	**H. ROBERT BURGER, PH.D. **H. ALLEN CURRAN, PH.D. BRIAN WHITE, PH.D.
ASSOCIATE PROFESSOR:	JOHN B. BRADY, PH.D., <i>Chair</i>
ASSISTANT PROFESSOR:	ROBERT M. NEWTON, PH.D.
LECTURER AND	
LABORATORY SUPERVISOR:	ANN MOSS BURGER, M.A.

Students contemplating a major in geology should elect 111a or 114b and 111b and see a departmental adviser as early as possible. All 100-level courses except 111b may be taken without prerequisites.

- 111a *Physical Geology*. A survey of the physical processes that occur on and within the earth: sculpturing and development of the landscape; causes of ice ages, flooding, and volcanic eruptions; exploration strategies for mineral deposits and fossil fuels; earthquakes and their prediction; movement of crustal plates and the origin of mountains; and the geologist's view of myths, time, and the planets. Laboratories include field trips to local areas of geologic interest. Optional weekend field trip to Cape Cod. Lec. M T W 8:20; lab. M T or Th 1:10-4 or Th 9:20-12:10 or F 8:20-11:10. Lectures: Robert Burger; laboratory sections: Ann Burger and members of the department.
- 111b *Origin and Evolution of the Earth*. The geologic history of our planet as revealed by the rocks and fossils of the earth's crust. Topics include the origins of the earth and life, the measurement and significance of geologic time, the geologic evolution of North America from the Precambrian to present, the development of vertebrates, and the rise of humans as the planet's dominant species. Laboratories include field trips to local areas of geologic interest. Prerequisite: 111a or 114b. Lec. M T W 8:20; lab. M or Th 1:10-4. Ann Burger.
- 114b *Physical Geology*. A repetition of 111a. Lec. W Th F 9:20; lab. M T or Th 1:10-4. Lectures: Robert Newton; laboratory sections: Robert Newton and members of the department.
- [116b *Oceanography*. An introduction to the marine environment, with emphasis on submarine topography and sedimentation, the nature and circulation of oceanic waters, oceanic productivity, and exploitation of the oceans by humankind. At least one field trip to the Massachusetts coast. To be offered in 1984-85. Lec. M 9:20-11:10, T 9:20; lab. T or Th 1:10-4. Allen Curran.]
- 117b *The Environment*. A study of the interrelationships between various elements of the earth environment and the growing human population, urbanization, and industrialization. Topics: characteristics and contamination of rivers, groundwater, and coastal zones; evolution and pollution of the atmosphere; origin, use, and depletion of fossil fuels; earthquakes, volcanoes, floods, and other geologic hazards; changing climate; a case study of the construction of the Trans-Alaska Pipeline. M 11:20, T 10:20-12:10, W 10:20. Brian White.
- [151a *Meteorology*. An introduction to the nature of the atmosphere, the elements of weather, weather analysis and forecasting. W Th 9:20, F 9:20-11:10. Brian White.]



- 221a *Mineralogy*. Elements of crystallography and crystal chemistry; identification and parageneses of the common rock-forming and economically important minerals; principles of optical mineralogy. Prerequisite: 111a or 114b. Lec. W Th 9:20, F 9:20-11:10; lab. Th 1:10-4. John Brady.
- 221b *Petrology*. Petrology and petrography of igneous and metamorphic rocks; origin, crystallization, and differentiation of magma; controlling factors of metamorphism. Prerequisite: 221a. Lec. W Th 9:20, F 9:20-11:10; lab. Th 1:10-4. John Brady.
- 231a *Invertebrate Paleontology and Paleoecology*. A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology, and biostratigraphic importance. Prerequisite: 111b; open without prerequisite to majors in biological sciences by permission of the instructor. Lec. M T W 8:20; lab. T 1:10-4. Allen Curran.
- 232a *Sedimentology*. A study of modern sediments, sedimentary processes and primary sedimentary structures, and an analysis of ancient analogues preserved in the sedimentary rock record. Prerequisite: 111b. Lec. M 11:20, T 10:20-12:10, W 10:20; lab. M 1:10-4. Brian White.
- 241b *Structural Geology*. The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Prerequisite: 111b. Lec. M T W 8:20; lab. M 12:50-4. Leo Hall (UMass).
- 251a *Geomorphology*. The study of landforms and their significance in terms of the processes which form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111a or 114b. W Th F 11:20, Th 10:20 at the option of the instructor; lab. Th 1:10-4. Robert Newton.
- [252b *Groundwater Geology*. A study of the occurrence, movement, and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development, and methods of artificial recharge. Prerequisites: 111a or 114b, and Mathematics 121a or b. Lec. M 11:20, T 10:20-12:10, W 10:20; lab. M 12:50-4. Robert Newton.]
- 301a, 301b *Advanced Work or Special Problems in Geology*. Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes. Members of the department.
- 311a *Exploration Geophysics*. Theory and application of geophysical exploration techniques including seismology, gravimetry, and magnetics. Extensive field work. Prerequisites: 111b, Mathematics 122a or b, and permission of the instructor. Lec. M 9:20-11:10, T 9:20; lab. W 12:50-4. Robert Burger.
- [323b *Geochemistry*. The application of principles of chemical thermodynamics to geologic problems. Prerequisites: 221b, Chemistry 101b or 102b, and Mathe-

## GEOLOGY

matics 121a or b, or permission of the instructor. Hours to be arranged. John Brady.]

- [331a *Advanced Paleontology*. Topics in invertebrate paleontology, micropaleontology, and paleoecology. Application of modern concepts and techniques to the solution of paleontologic problems. Problem-oriented laboratory and field research projects. Prerequisite: 231a; for majors in biological sciences, permission of the instructor. Hours to be arranged. Allen Curran.]
- 334b *Advanced Sedimentology*. A detailed study of sedimentary rocks including terrigenous clastics, carbonates, cherts, iron formations, and evaporites. Laboratory work will concentrate on the study of petrographic thin sections and photomicrography with the use of acetate peels and advanced staining techniques where appropriate. Field trips to study the Boston Bay Group, the Rhode Island Formation coal measures, and Lower Paleozoic rocks in New York State. Readings from current literature used as background for the laboratory and field studies. Prerequisite: 232a. Lec. W F 11:20, Th 10:20-12:10; lab. Th 1:10-4. Brian White.
- [351b *Glacial and Periglacial Geology*. The geological aspects of glaciers and glaciation developed through the study of the origins and evolution of glacial geomorphic features. The periglacial environment, past and present, related to Quaternary landforms. Prerequisite: 251a or permission of the instructor. To be offered in 1984-85. Lec. M T 11:20, W 10:20; lab. T 1:10-4. Robert Newton.]
- 355a *Senior Seminar*. Topic for 1983-84: Continental Margins, Rift Zones, and Geosynclines through Geologic Time. Open only to senior geology majors. W 7:30-10. Allen Curran.
- 371 *Honors Project*. Admission by permission of the department. Members of the department.

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty, p. 217. Michael Rhodes.

## THE MAJOR

Advisers: for the Class of 1984, Brian White; for the Class of 1985, Allen Curran; for the Class of 1986, Ann Burger; for the Class of 1987, Robert Burger.

Adviser for Study Abroad: Ann Burger.

Basis: 111a or 114b, and 111b.

Requirements: eight semester courses above the basis and including the following: 221a, 221b, 231a, 232a, 241b, 251a, and two additional courses at the advanced level. Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. *Prospective majors should see a departmental adviser as early as possible.*

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

### HONORS

Director: Brian White.

Basis: 111a or 114b, and 111b.

Requirements: seven semester courses above the basis and including the following: 221a, 221b, 231a, 232a, 241b, 251a, and one additional course at the advanced level. An honors project (371) equivalent to two semester courses. Entrance by September of the senior year. Presentation and defense of the thesis.

## GERMAN LANGUAGE & LITERATURE

PROFESSORS:	†WILLY SCHUMANN, PH.D. HANS RUDOLF VAGET, PH.D., <i>Chair</i> §JUDITH LYNDAL RYAN, DR. PHIL.
ASSISTANT PROFESSORS:	MARGARET SKILES ZELLJADT, PH.D. GERTRAUD GUTZMANN, PH.D. ROBERT CHAPIN DAVIS, PH.D.
INSTRUCTOR:	GERLINDE MARIA GEIGER, A.M.
VISITING LECTURER:	<sup>1</sup> CHRISTOPH GUTKNECHT, PH.D.
MELLON LECTURER:	INGRID WINTER, PH.D.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who plan to major in German or wish to spend the junior year in Germany should take German in the first two years. Courses in European history and in other literatures are also recommended.

### A. GERMAN LANGUAGE

- 100 *Elementary Course*. An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises, and listening and reading comprehension. Emphasis on development of oral proficiency as well as gradual acquisition of skills in reading and writing German. M T 8-9:10, W 8:20; W Th 9:20, F 9:20-11:10. Members of the department.
- 110D *Accelerated Elementary Course*. An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. *Three semesters' credit*. M F 9:20-11:10, T Th 9:20, Robert Davis and Gertraud Gutzmann; M F 11:20, T Th 10:20-12:10, Robert Davis and Gertraud Gutzmann.
- 120a *Intermediate German I*. Oral and written work, grammar review, and vocabulary building; selected works by Brecht, Dürrenmatt, and Kafka. Prerequisite: two entrance units or 100. M 11:20, T 10:20-12:10, W 10:20, Hans Vaget; W F 11:20, Th 10:20-12:10, Ingrid Winter.
- 130a *Intermediate German II*. Reading and discussion of expository prose concerning German culture and civilization and of literary works by modern German authors. Prerequisite: 110D or 120a or permission of the instructor. W F 11:20, Th 10:20-12:10. Margaret Zelljadt.
- 130b A repetition of 130a. M 11:20, T 10:20-12:10, W 10:20, Gerlinde Geiger; W F 11:20, Th 10:20-12:10, Margaret Zelljadt.
- 221a *Reading, Conversation, and Composition*. Study of a variety of contemporary texts; intensive practice of spoken and written German with special attention



## GERMAN LANGUAGE & LITERATURE

to idiom, syntax, and style. M 11:20, T 10:20-12:10, W 10:20. Gerlinde Geiger: M T 12:50-2, W 2:10. Robert Davis.

- 231b *Conversation and Composition*. Intensive practice in spoken and written German; continued review of grammar with special emphasis on vocabulary and idiom of the everyday language. Weekly oral and written reports based on readings and tapes. Prerequisite: 130a or b or 221a. M 11:20, T 10:20-12:10, W 10:20. Ingrid Winter. (E)
- 340a *Advanced Studies in Translation and Style*. Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German: topics in advanced style, idiom, and syntax; German-English and English-German translation. Prerequisite: 221a or equivalent. W Th F 9:20. Christoph Gutknecht.

### B. GERMAN LITERATURE

- 225a *Readings in German Literature*. Reading and discussion of representative works of German literature from the Middle Ages to the present; works by authors such as Goethe, Hoffmann, Mann, Kafka, Brecht, and others. Prerequisite: 221a or permission of the instructor. W F 1:10, Th 2:10. Gertraud Gutzmann.
- [225b A continuation of 225a.]
- 226b *Introduction to German Literature*. A close study of selected works from poetry, drama, and the novel to introduce students to the characteristic forms and representative themes of German literature. Prerequisite: 221a or permission of the instructor. M 9:20-11:10, T 9:20. Gerlinde Geiger.
- [332a *Sturm und Drang*. A study of representative works by Lessing, Herder, Lenz, early Goethe, and Schiller against the background of intellectual, social, and political history.]
- [333a *Weimar Classicism*. A study of some of the aesthetic, philosophical, and political issues of classical German Humanism as reflected in major works by Goethe and Schiller; emphasis on the classical drama. Also the impact of Weimar Classicism on later intellectual and political history.]
- 334a *Romanticism*. The development of the literary Romantic movement; the new awareness of the artist's role in society; the discovery of "folk" art; the concept of nationalism. Representative works by Tieck, Novalis, Brentano, Eichendorff, Kleist, E.T.A. Hoffmann, and others. M 9:20-11:10, T 9:20. Ingrid Winter.
- [335a *Nineteenth-Century Literature*. A study of representative works by authors such as Heine, Büchner, Fontane, Nietzsche, Marx, and others.]
- [336b *The Modern Novel*. The development of the traditional novel to new novel forms; the relationship of the novel to its social and political background. Representative works by authors such as Mann, Kafka, Musil, Hesse, Grass.]

## GERMAN LANGUAGE & LITERATURE

- [337a *Modern Poetry*. The major developments; tradition and innovation; theoretical statements by poets about poetry; parallel developments in the other arts. Examples from the work of George, Hofmannsthal, Rilke, Heym, Trakl, Brecht, Benn, Celan, Enzensberger, Bachmann, Bobrowski, and others.]
- 338b *The Modern Drama*. The development of the German drama from Expressionism to the present with attention to the historical context. Representative works by such authors as Wedekind, Kaiser, Barlach, Brecht, Weiss, Dürrenmatt, Handke, and others. M T Th 1:10. Robert Davis.
- 301, 301a, 301b *Special Studies*. Arranged in consultation with the department. Admission for senior majors by permission of the department.
- 351b *Seminar in German Studies*. Topic for 1983-84: Goethe's *Faust*. W 7:30-9:30. Hans Vaget.

## C. GERMAN LITERATURE IN TRANSLATION

- [227a *Topics in German Literature*.]
- 227b *Topics in German Literature*. Topic for 1983-84: Political Engagement and Literary Innovation in Christa Wolf's Prose Writings. Concentration on Christa Wolf's development as a writer in the cultural-political context of the German Democratic Republic from the 1960s to the present. Some issues and themes: the writer in a modern socialist society; the evolution of a new art form binding theme and form as well as aesthetic and political purpose. W F 1:10, Th 2:10. Gertraud Gutzmann.
- 234b *History of the German Language*. Development of standard literary German from its origins to the present. Position within Indo-European languages; relation to other Germanic languages; changes in sounds and grammatical forms; foreign influences on vocabulary; dialects. In English. Prerequisite: 130a or b or permission of the instructor. W F 12:50-2, Th 2:10 at the option of the instructor. Margaret Zelljadt.
- [238b *Romanticism*. Same as Comparative Literature 238b.]
- 251b *Studies in Short Fiction*. Same as Comparative Literature 251b.
- [271a *Richard Wagner*. Same as MUSIC, GERMAN, COMPARATIVE LITERATURE 271a. See p. 213.]
- [288a *History and Literature of the Two Germanies: 1945 to the Present*. Same as HISTORY AND LITERATURE 288a. See p. 211.]
- 360a *The Modernist Movement (1909-1939)*. Same as Comparative Literature 360a.
- 361a *The Faust Myth*. Same as Comparative Literature 361a.

## THE MAJORS

Adviser: Margaret Zelljadt.

Adviser for Study Abroad: Hans Vaget.

## GERMAN LANGUAGE & LITERATURE

### GERMAN LITERATURE

Basis: 110b or 130a or b, or the equivalent.

Requirements: nine semester courses in addition to the basis: 221a *or* 231b; 226b, 340a, 351b; 332a *or* 333a; 334a *or* 335a; 336b *or* 337a *or* 338b; one additional course from any one of the preceding three groups; one from 234b, 238b, 251b, 288a, 361a.

### GERMAN CIVILIZATION

Basis: 110b or 130a or b, or the equivalent.

Requirements: nine semester courses in addition to the basis; seven in the department, two in related departments. In the department: 221a *or* 231b; 340a, 351b; one from 225a, 225b, 226b; one from 288a (strongly recommended), 227b, 234b, 238b, 251b, 360a; one from 332a, 333a, 334a, 335a; one from 336b, 337a, 338b. In related departments: two semester courses on the intermediate level or higher, of which one must be in European history.

### GERMAN LANGUAGE

Basis: 110b or 130a or b, or the equivalent.

Requirements: nine semester courses in addition to the basis: six in the department, three in related departments. In the department: 221a *or* 231b; 234b, 340a, 351b; one from 225a, 225b, 226b; one from 332a, 333a, 334a, 335a; one from 336b, 337a, 338b. In related departments: PHILOSOPHY AND PSYCHOLOGY 221b; English 211a or Philosophy 236b.

### HONORS

Director: Robert Davis.

501a *Thesis*.

Requirements: the courses required for the major; a thesis (501a) to be written during the first semester of the senior year.

## GOVERNMENT

PROFESSORS:	<p>CECELIA MARIE KENYON, PH.D., D.LITT.          LEO WEINSTEIN, PH.D.          CHARLES LANGNER ROBERTSON, PH.D.          *STANLEY ROTHMAN, PH.D.          PETER NILES ROWE, PH.D.          PHILIP GREEN, PH.D., <i>Chair</i>          DONALD LEONARD ROBINSON, M.DIV., PH.D.          SUSAN C. BOURQUE, PH.D.          †STEVEN MARTIN GOLDSTEIN, PH.D.</p>
ASSOCIATE PROFESSORS:	<p>*WALTER MORRIS-HALE, PH.D.          DONNA ROBINSON DIVINE, PH.D.          †MARTHA A. ACKELSBERG, PH.D.</p>
ASSISTANT PROFESSORS:	<p>†ALAN C. LAMBORN, PH.D.          DONALD C. BAUMER, PH.D.          FRED H. LAWSON, PH.D.          RICHARD SOBEL, ED.D.</p>
VISITING LECTURER:	<p>VIVIEN M. HART, PH.D.</p>

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<p>ASSISTANT PROFESSOR          (AT SMITH COLLEGE UNDER          THE FIVE COLLEGE PROGRAM):</p>	<p>DENNIS T. YASUTOMO, PH.D.</p>
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For students who plan to major or do honors work in the department, appropriate courses in statistics, economics, sociology, and history are recommended. See also the Honors Program.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

100 *Introduction to Political Science*. For freshmen and sophomores only. First semester: a study of the leading ideas of the Western political tradition. Two lectures and one discussion. Lec. M T 11:20; dis. W 9:20, 10:20, 11:20, 2:10, Th 2:10. Leo Weinstein and members of the department.

Second semester: first four weeks, lectures and discussion on the nature and development of modern political analysis. For the remainder of the course students choose among colloquia on various topics, focusing on the techniques used by political scientists to understand important issues. Colloquia will include such topics as: Gender and Power; Whatever Happened to Marxism?; Religion, Education, and Politics; Democracy and Foreign Policy; Why War?; Political Myths; The Politics of Poverty; The Politics of Class; How America Votes. First four weeks, Lec. M T 11:20; dis. W 10:20; following eight weeks, all colloquia T 10:20-12:10. Donna Divine and members of the department.

190a, 190b *Introduction to Statistics for Social Scientists*. Same as SOCIAL SCIENCE 190a, 190b. See p. 214.



## AMERICAN GOVERNMENT

- 200b *American Government*. A study of the major institutions of American government and their interaction in the determination of public policy. W F 11:20, Th 10:20-12:10. Vivien Hart.
- 201a *American Constitutional Development*. The origins and framing of the Constitution; contemporary interpretations; the study of Supreme Court decisions, documents, and other writings dealing with the interpretation of the Constitution, with emphasis on changing ideas concerning federalism and separation of powers. Not open to freshmen. M 9:20-11:10, T 9:20. Leo Weinstein.
- 202b *American Constitutional Law*. Fundamental rights of citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to freshmen. M 9:20-11:10, T 9:20. Leo Weinstein.
- 203a *American Political Parties*. An examination of the contributions, past, present, and potential, of parties to political representation, and to government institutions and policies. W 11:20, Th 10:20-12:10, F 11:20 at the option of the instructor. Vivien Hart.
- [204a *Urban Politics*. Historical and contemporary perspectives on urban America. An examination of the process of urban development provides the context for study of specific problem areas, including poverty, education, and housing. M 9:20-11:10, T 9:20. Martha Ackelsberg.]
- [205b *Political Participation*. An examination of the place of participation in democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups, and on the political system as a whole. M 9:20-11:10, T 9:20. Martha Ackelsberg.]
- 206a *The American Presidency*. An analysis of "the executive power" in the Constitution, and of the changing character of the executive branch. W 11:20, Th 10:20-12:10, F 11:20 at the option of the instructor. Donald Robinson.
- 207a *Politics of Public Policy*. A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. W F 12:50-2. Donald Baumer.
- 208b *Congress and the Legislative Process*. An analysis of the legislative process in the United States, focused on the contemporary role of Congress in the policy-making process. Students will specialize in a policy of their choice, using it to evaluate Congress as a policy-making institution. W 11:20, Th 10:20-12:10, F 11:20 at the option of the instructor. Donald Baumer.
- 209a *Studies in Local Government*. Internship with the Mayor of Northampton involving both practical and theoretical work in local politics. Admission by permission of the Director. T 2:10-4. Donald Baumer, *Director*.

## GOVERNMENT

- [210b *Bureaucracy and Public Administration*. An analysis of different facets of public bureaucratic organizations from both a theoretical and an applied perspective. Specified topics examined include organizational structure, decision-making, change, and the role of bureaucracy in a democratic society.]
- [211b *Sex and Politics*. The impact of sex on power and influence in society. Not open to freshmen. M 7:30-9:30 and one hour to be arranged. Susan Bourque.]
- 220b *Public Policy Analysis*. Same as PUBLIC POLICY 220b.
- [230b *The Politics of Advanced Industrial Society*. A discussion of the political issues facing advanced industrial societies and the conflicts produced by them. Among the political issues considered are relations with less developed countries and social planning, including problems of environmental control and the increasing scarcity of energy resources. In dealing with such issues the roles played by intellectuals, the media, and activist middle-class groups are analyzed. Emphasis on the United States, with comparisons to Western Europe, Japan, and the Soviet Union. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor. W Th F 9:20. Stanley Rothman.]
- 251a *Energy: Science and Politics*. Same as PUBLIC POLICY 251a.
- 252b *Science, Technology, and Public Policy*. Same as PUBLIC POLICY 252b.
- 274b *Women's Experience in Nineteenth- and Twentieth-Century America*. Same as HISTORY AND GOVERNMENT 274b. See Inter- and Extra-departmental Courses, p. 211.
- [303a *Seminar in American Government*.]
- 304b *Seminar in American Government*. Topic for 1983-84: The Politics of Agrarian and Urban Unrest. A study of departures from the conventions of two-party politics by marginal groups seeking an effective political voice. Comparison of the nature and achievements of alternative forms of political mobilization. Examples from rural and urban politics over the past 100 years. W 7:30-9:30. Vivien Hart.
- 306a *Seminar in American Government*. Topic for 1983-84: Public Opinion, Class, and Politics. The relationship between democracy and public opinion, social class and opinion, and the differential effects of policies by class. T 2:10-4. Richard Sobel.
- [307a *Seminar in American Government: Public Policy Analysis*.]
- [308b *Seminar in American Political Parties*. Recommended background: 200b or 203a or SOCIAL SCIENCE 190a or b.]
- [310b *Seminar in Urban Politics*.]
- 311a *Seminar in American Government*. Policy-making in the national government. Open only to members of the Semester in Washington Program. Given in Washington, D.C.

- 312a *Semester in Washington Research Project*. Open only to members of the Semester in Washington Program. Double credit. Donald Robinson.

## COMPARATIVE GOVERNMENT

- 221b *European Government*. A comparative analysis of the dynamics of political decision-making in England, France, and Germany. M 9:20-11:10, T 9:20. Joel Wolfe (Amherst).
- [222b *Government and Politics of the Soviet Union*. An examination of the processes of revolutionary and post-revolutionary change in Soviet society; comparison of the Leninist, Stalinist, and post-Stalinist political systems. M 9:20-11:10, T 9:20. Steven Goldstein.]
- 223b *Governments and Politics of the Middle East and North Africa*. The traditional Islamic political system. The transformation of that system into a modern nation-state system under the impact of Westernization, nationalist ideology, and other social and economic forces. The structures and functions of present governments in the area. Internal tensions and conflicts within and the international relations of the region. M 9:20-11:10, T 9:20. Fred Lawson.
- 224a *Latin American Political Systems*. A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy, and regime continuity. A wide range of countries and political issues covered; however, students will have the opportunity to specialize in the country of most interest to them. W 9:20, F 9:20-11:10. Harvey Kline (UMass).
- [225a *Government and Politics of Sub-Saharan Africa*. An introductory survey of political, economic, and social factors. Traditional African government, colonial administration and influence, and the impact of modernization. The nationalist movements and political development since independence, with emphasis on Nigeria, Senegal, Tanzania, and countries chosen by the students for their research projects. M T 12:50-2. Walter Morris-Hale.]
- 226a *Government and Politics of Japan*. See Five College Course Offerings, p. 219. Dennis Yasutomo.
- [228a *Government and Politics of China*. Brief treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power. M 9:20-11:10, T 9:20. Steven Goldstein.]
- 229b *Government and Plural Societies*. A study of political problems resulting from the existence of ethnic, religious, and linguistic minorities in modern states. Political and constitutional status, protection, and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria, and Switzerland, and countries chosen by the students for their research projects. M T 12:50-2. Walter Morris-Hale.



## GOVERNMENT

- [230a *Politics and Society*. A comparison of the development and functioning of political institutions in Western Europe, the United States, the Soviet Union, Japan, and selected Asian and/or Latin American Third-World nations. Discussion of domestic and international impediments to political development in the Third World. Emphasis on the interrelationship between politics and the broader socio-economic and cultural environment. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor. W Th F 9:20. Stanley Rothman.]
- [231b *Problems in Political Development*. A study of the process of political development through a focus on ways in which political change affects women and in which women affect political change, with emphasis on Latin America and the Middle East. M 9:20-11:10, T 9:20. Susan Bourque, Donna Divine.]
- [320a *Seminar in Comparative Government*. Power and politics in Africa. Who rules Africa? Has political independence been accompanied by economic independence? M 2:10-4. Walter Morris-Hale.]
- [321a *Seminar in Comparative Government: Middle East Societies*.]
- [322a *Seminar in Comparative Government*.]
- 324a *Seminar in Comparative Government*. Topic for 1983-84: Political Development in Latin America. Emphasis on women and social change in selected Latin American countries. T 2:10-4. Susan Bourque.
- [325a *Seminar in Comparative Government: Communist Political Systems*. Selected topics in domestic politics of Communist nations. M 7:30-9:30. Steven Goldstein.]
- 333b *The Politics of Capitalism (seminar)*. Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism, and social democratic and democratic socialist alternatives to capitalism. Th 3:10-5. Philip Green.

## INTERNATIONAL RELATIONS

240a is suggested preparation for all other courses in this field.

- 240a *International Politics*. The context, practices, and problems of international politics; the nature of independence in an interdependent world. W Th 9:20, F 9:20-11:10. Fred Lawson.
- 241b *The Politics of International Economic Relations*. The growth of the Western-dominated state system and its spread to the rest of the world; the tension between the sovereign independent state and economic interdependence; the development of international economic organizations: their successes and failures; Western, East-West, and North-South trading, investment, and monetary relations. W Th F 9:20, F 10:20 at the option of the instructor. Charles Robertson.



- 242b *International Law*. The function of law in the international community, with special reference to its relationship to politics and social change. M 9:20-11:10, T 9:20. Peter Rowe.
- 243a *Foreign Policy of the United States since 1898*. The growth of principles and practices of diplomacy from the emergence of the United States as a great power to the present. M T Th 1:10. Peter Rowe.
- [244a *Foreign Policy of the United States*. Concepts for analysis of internal and external factors in the making of foreign policy decisions and control over the instruments of policy. Evaluation of the role of the United States in the international political system, with attention to recent literature on the period of the Cold War. M 9:20-11:10, T 9:20. Fred Lawson.]
- [246b *Diplomacy*. Historical and analytical treatments of European statecraft; of twentieth-century concepts such as deterrence and coercive diplomacy; and of major-minor power diplomacy. An examination of theoretical approaches to bargaining and negotiation. W 11:20, Th 10:20-12:10. Alan Lamborn.]
- 247b *Cases in American Foreign Policy*. See Five College Course Offerings, p. 217. Anthony Lake.
- 340a *Seminar in International Law*. Topic for 1983-84: The Law of the Sea. Intensive study of the negotiation for a comprehensive regime for the governance of the oceans. Interaction of law and politics, with reference to national interests, resource management, environmental protection, and regional cooperation. T 2:10-4. Peter Rowe.
- 341b *Seminar in International Politics*. Th 3:10-5. Charles Robertson.
- 342b *Seminar in Comparative and International Politics*. Topic for 1983-84: European Intervention in the Middle East. Overview of the leading explanations for outside political involvement in this area, giving students practice making alternative arguments that account for these activities. Discussion of the most significant consequences of European intervention in this part of the world. T 2:10-4. Fred Lawson.
- [343a *Seminar on the Foreign Policy of the Chinese People's Republic*. The development and formulation of China's foreign policy, its ideological basis, and the instruments of its implementation. M 7:30-9:30. Steven Goldstein.]
- 344b *Seminar in International Politics*. Topic for 1983-84: South Africa in World Politics. The impact of South African policies on African states and on the world community. M 2:10-4. Walter Morris-Hale.
- [345a *Seminar in International Politics*.]
- 346a *Seminar in International Politics*. U.S. national security policy and strategic analysis. A review of twentieth-century American military strategic doctrines and of actual practice in the deployment and use of military forces, within the overall context of the American role in world politics. Th 3:10-5. Charles Robertson.

## GOVERNMENT

- [347b *Seminar on Soviet Foreign Policy*. Continuity and change in Soviet foreign policy since 1917, with emphasis on the post-Stalin period. M 7:30-9:30. Steven Goldstein.]
- 348a *Seminar in Comparative Government and International Relations*. The Arab-Israeli dispute. An analysis of the causes of the dispute. An examination of the history of Arab-Israeli confrontations and their ramifications for the rest of the world. M 2:10-4. Donna Divine.
- 349b *Seminar in Comparative Government and International Relations: Foreign Policy of Japan*. See Five College Course Offerings, p. 219. Dennis Yasutomo.

## POLITICAL THEORY

- 260a *Ancient and Medieval Political Theory*. Greek, Roman, Judaic-Christian, and barbarian foundations of the Western political tradition. The approach to the material is both historical and analytical. W Th F 11:20, Th 10:20 at the option of the instructor. Cecelia Kenyon.
- 260b *History of European Political Theory, 1500-1800*. An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism, and the question of man's capacity to create and control political systems. W Th F 9:20, F 10:20 at the option of the instructor. Cecelia Kenyon.
- 261a *Political Theory of the Nineteenth and Twentieth Centuries*. A study of the major liberal and non-liberal political theories of the nineteenth and early twentieth centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber, Rosa Luxembourg, and Hannah Arendt. M T 12:50-2, W 2:10 at the option of the instructor. Philip Green.
- 261b *Problems in Democratic Thought*. What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, representation, participation, majority rule vs. minority rights, and leadership. Selected readings from classical and contemporary political thought. M T 12:50-2. Philip Green.
- 262b *American Political Thought, 1607 to 1900*. The evolution of the principles and practice of liberal democracy. American ideas concerning politics and government from the colonial period to the end of the nineteenth century. W Th F 11:20, Th 10:20 at the option of the instructor. Cecelia Kenyon.
- [263b *Human Nature and Politics*. An examination of theories of human nature, including psychoanalysis, behaviorism, and sociobiology in terms of the implications of such theories for the central issues of political philosophy. Discussion of selected topics where these theories bear directly on political issues

such as sex roles and politics, political violence, and the sources and consequences of contemporary changes in American life styles. W Th F 11:20. Stanley Rothman.]

264 *Selected Topics in Political Theory*. An intensive study of selected theorists and themes in political theory. Open to government honors students and majors, and to other qualified students by permission of the instructor. M 2:10-4, T 2:10. Leo Weinstein.

361a *Seminar in American Political Thought*. Topic for 1983-84: Political Ideas of the American Revolution. T 2:10-4. Cecelia Kenyon.

[362b *Seminar in Political Theory*. T 2:10-4. Leo Weinstein.]

[364a *Seminar in Contemporary Political Theory*. Topic for 1984-85: Contemporary Political Theory and the Future. Such issues as the impact of technology on society, growing scarcity of resources and degradation of the environment have led to re-examination of both classical liberalism and classical Marxism. Writings of a growing number of political theorists who are attempting to deal with the problems posed by these and related issues, and the implications of such problems for both welfare capitalist and socialist societies. Th 3:10-5. Stanley Rothman.]

[365a *Seminar in Mathematical and Statistical Applications in Political Science*. An advanced seminar for those interested in the statistical and mathematical techniques used in contemporary political analysis, policy making, and theory building. Readings include examples of recent works in quantitative analysis and mathematical models of political behavior along with the explanations of the statistics and mathematics upon which these works are based. Prerequisite: SOCIAL SCIENCE 190a or b or permission of the instructor.]

381, 381a, 381b *Special Studies*. Admission for majors by permission of the department.

## THE MAJOR

Advisers: Donald Baumer, Susan Bourque, Donna Divine, Philip Green, Vivien Hart, Cecelia Kenyon, Fred Lawson, Walter Morris-Hale, Charles Robertson, Donald Robinson, Peter Rowe, Leo Weinstein.

Adviser for Study Abroad: Peter Rowe.

Pre-law Adviser: Leo Weinstein.

Graduate School Adviser: Philip Green.

Director of the Jean Picker Washington Intern Programs: Donald Robinson.

Basis: 100 or, in exceptional circumstances, an equivalent course or courses approved by the Chair.

Requirements: ten semester courses, including the following:

## GOVERNMENT

1. 100;
2. One course in each of the following fields: American Government, Comparative Government, International Relations, and Political Theory;
3. Two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under "2". They may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser;
4. Two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

## HONORS

Director: Leo Weinstein.

Students eligible for the honors program may enter as juniors. Resident seniors as well as those returning from a junior year at other institutions and the Junior Year in Geneva may also apply before the end of the first week of classes in September.

Basis: 100 and at least one other course in government or, in exceptional circumstances, an equivalent number of courses approved by the Chair.

501a *Thesis. Double credit.*

Requirements:

1. Eight semester courses including:
  - a) 264 (Selected Topics in Political Theory) or two courses in political theory;
  - b) A senior thesis (501a) to count for two courses in the first semester of the senior year and to be submitted on the first day of the second semester.
2. An oral examination based on the thesis and the field in which it was written, to be taken in the second semester of the senior year. A candidate will select three courses which constitute a broad subject matter area within which the senior thesis topic falls and upon which the oral examination will be based. The choice of these courses should be made with a view to demonstrating the student's ability to relate her thesis topic to the wider concerns of political science or social science generally. These three courses need not be in a single field of government as described in the catalogue.

## WASHINGTON INTERN PROGRAMS

The Semester in Washington Program is a first-semester program open to Smith junior and senior government majors, and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level.



Applications for enrollment should be made through the Director of the Semester in Washington Program no later than November 1 of the preceding year. Enrollment is limited to twelve students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington the student must have completed satisfactorily at least one course in American national government at the 200 level selected from the following courses: 200b, 201a, 202b, 203a, 206a, 207a, or 208b. In addition, a successful applicant must show promise of capacity for independent work. An applicant should have had five courses for at least one semester (unbalanced by a three-course semester) preceding the semester in Washington, and have an excess of four hours credit on her record.

Twelve hours of academic credit are granted for satisfactory completion of the Semester in Washington Program: four hours for a seminar in policy-making (Government 311a); and eight hours for an independent research project (Government 312a), normally culminating in a long paper, due in Northampton no later than January 10 immediately following the semester in Washington.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department of government, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the Semester in Washington Program pay full tuition for the semester. They do not pay any fees for residence at Smith College, but are required to pay for their own room and board in Washington.

The Jean Picker Washington Summer Intern Program is conducted by the department of government to provide students with an opportunity for exposure to the practical realities of national government and political life. Interns are assisted in finding jobs in Washington in the offices of congressmen or senators, in federal agencies, or with lobbying or research organizations. Applications, which are due November 1, are invited from juniors majoring in government or economics, and from other students who have done course work in American government. Academic credit is not given for the summer internship program.

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## HEBREW

See Religion and Biblical Literature, p. 183.

# HISTORY

PROFESSORS:	JILL KER CONWAY, PH.D., LL.D., D.LITT., ED.D., L.H.D. KLEMENS VON KLEMPERER, PH.D. **LOUIS COHN-HAFT, PH.D. §NELLY SCHARGO HOYT, PH.D. **STANLEY MAURICE ELKINS, PH.D. ROBERT MITCHELL HADDAD, PH.D. *JOAN AFFERICA, PH.D. R. JACKSON WILSON, PH.D. **LESTER K. LITTLE, PH.D. HOWARD ALLEN NENNER, LL.B., PH.D., <i>Chair</i> *JOACHIM W. STIEBER, PH.D. 2ALISTAIR CROMBIE, PH.D. †NEAL E. SALISBURY, PH.D. DANIEL K. GARDNER, PH.D. GREGOR DALLAS, PH.D. MAURICE ISSERMAN, PH.D. FREDERICK J. MCGINNESS, PH.D. JOEL HOROWITZ, PH.D.
VISITING PROFESSOR:	
ASSOCIATE PROFESSOR:	
ASSISTANT PROFESSORS:	
VISITING LECTURER (SUSSEX EXCHANGE PROGRAM):	RUPERT H. WILKINSON, PH.D.
LECTURERS:	2MARY-ELIZABETH MURDOCK, PH.D. 1ROBERT J. BEZUCHA, PH.D. 2CAROLE E. STRAW, PH.D.

Introductory courses except 102b are available to all students. Those who are considering a major or advanced work in history are encouraged to enroll in History 100a or 101a or 113a and 100b or 102b or 103b or 113b. Those planning to honor in history should consult the special regulations. A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

## INTRODUCTORY COURSES

- 100a *Ideas and Institutions in European History, 300-1600.* The rise of a distinctive Latin Christian society in Western Europe; the emergence of new cultural ideals in Renaissance Italy; religion and politics in the Age of the Reformation; comparisons with Islamic and Chinese cultures. Lec. M 1:10; dis. T 10:20-12:10, M or T or W 2:10-4. Lester Little, *Director*.
- 100b *The Transformation of the European World, 1600-1950: State and Society in Modern European History.* An analysis of the major political, social, economic, and intellectual currents which, after the disintegration of a unitary Christian society, combined to forge a new European order. Lec. M T 1:10; dis. T or W 2:10-4. Gregor Dallas, *Director*.
- 101a *Ideas and Institutions in Ancient Greece and Rome, 500 B.C.-A.D. 325.* The cultural bases of Western Civilization from the invention of democracy in Athens to the christianizing of the Roman Empire. Lec. W Th 9:20; dis. F 9:20-11:10. Louis Cohn-Haft, *Director*.

- 102b *Varieties of Historical Perspective*. Proseminars on topics in and approaches to history. Registration limited; preference given to freshmen and sophomores. Each proseminar is suitable for students without prior training in history. Joachim Stieber, *Director*. Topics for 1983-84:
- A. *Evita and Juan Perón: Reality and Myth*. An examination of the lives of and the mythology surrounding Evita and Juan Perón, two of the most important figures in modern Latin American history. M 2:10-4. Joel Horowitz.
  - B. *The Middle Ages and the Renaissance in European Thought, 1770-1870*. The images of the Middle Ages and of the Renaissance in England, Germany, and France as reflected in literature, politics, historiography, and the fine arts between c. 1770 and c. 1870. Novels by Sir Walter Scott, works by German and French Romantic writers on politics and history as well as the Gothic Revival in architecture studied as interrelated cultural phenomena, followed by an examination of the Romantic image of the Renaissance as an age of heroic individualism. The outlook and aims of the builders of Gothic Revival architecture in the United States in the late nineteenth and early twentieth centuries. T 2:10-4. Joachim Stieber.
  - C. *Coffee and Slaves: Plantation Society in Nineteenth-Century Brazil*. Through an intensive examination of primary materials—including wills, photographs, manuscript census lists, letters, and maps—a study of the social historian's enterprise of reconstructing the social experience of slaves and masters, attending particularly to their renderings of experience. Th 10:20-12:10. Sandra Graham. Five College Assistant Professor of Latin American History.
  - D. *Women and the Family in Ancient Greece*. Analysis of issues relating to women and the family in ancient Greece, including the alleged matriarchies of prehistoric Greece, patterns of kinship and property holding, the warrior ethic and homosexuality, the dichotomy of public and private life. Sources: Homer, Hesiod, Sappho, Euripides, Plato, *et al.* Th 3:10-5. Carole Straw.
  - E. *English Society in the Tudor-Stuart Age*. An examination of class, culture, and domestic life in the sixteenth and seventeenth centuries. F 9:20-11:10. Howard Nenner.
- 103b *A Tripartite Medieval World*. An examination of the interaction of Latin Christian, Greek Christian, and Islamic society from the christianization of the Roman Empire in the fourth century to the fall of Constantinople in 1453. W F 1:10, Th 2:10. Robert Haddad, *Director*.
- 113a *An Introduction to the History of the United States, 1492-1876*. A survey with particular emphasis on the development of market capitalism and its conse-

## HISTORY

quences for politics, social life, and culture. Lec. T W 8:20; dis. T or W 2:10-4 or W Th 11:20. Jackson Wilson, *Director*.

- 113b *An Introduction to the History of the United States, 1876-1984*. A survey with particular emphasis on the development of industrial capitalism and its consequences for politics, social life, and culture. Lec. T W 8:20; dis. M or T or W 2:10-4. Maurice Isserman, *Director*.

## LECTURES AND COLLOQUIA

*Lectures* (L) are unrestricted as to size. *Colloquia* (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated.

### ANTIQUITY

- [201b (L) *The Ancient Near East*. Introduction to the history and rediscovery of the earliest civilizations of the Near East, from the Sumerians and the Old Kingdom in Egypt to the Persian Empire. Th F 8-9:10. Louis Cohn-Haft.]
- 202a (L) *The Great Age of Greece, 500-336 B.C.* Alternates with 204a. W Th F 11:20. Louis Cohn-Haft.
- [203b (C) *The Culture of Hellenistic Greece, 336-30 B.C.* Alternates with 205b. Th 3:10-5. Louis Cohn-Haft.]
- [204a (C) *The Roman Republic*. Alternates with 202a. Th 3:10-5. Louis Cohn-Haft.]
- [205b (C) *The Roman Empire*. Alternates with 203b. W Th F 9:20. Louis Cohn-Haft.]

### ISLAMIC MIDDLE EAST

- 207a (L) *Islamic Civilization to the Fifteenth Century*. The emergence, development, and decline of classical Islamic civilization; the reorganization of Mediterranean and Middle Eastern Society after the disintegration of the Roman and Iranian Empires. W Th F 9:20, F 10:20 at the option of the instructor. Robert Haddad.
- [208b (L) *Islamic Civilization since the Fifteenth Century*. The Ottoman and Safavid Empires and their modern successor states; the transformation of traditional institutions under the impact of the West. W Th F 9:20, F 10:20 at the option of the instructor. Robert Haddad.]

### EAST ASIA

- 211a (L) *The Emergence of China*. A survey of Chinese society and civilization from c. 1000 B.C. to A.D. 900. Attention given to political, social, intellectual, and artistic developments. Open to freshmen. M 11:20, T 10:20-12:10. Daniel Gardner.



- 212b (L) *East Asia in Transformation, A.D. 900 to c. 1850*. Open to freshmen. M 11:20, T 10:20-12:10. Daniel Gardner.
- 213a (C) *Aspects of Chinese and Japanese History*. Topic for 1983-84: The Individual and Society in Modern Japan. The response of the Japanese intellectual to the changing values and social patterns of the nineteenth and twentieth centuries. M 2:10-4. Daniel Gardner.
- 214b (C) *Aspects of Chinese History*. Topic for 1983-84: The Intellectual Foundations of China. Readings from the major schools of Chinese thought. M 2:10-4. Daniel Gardner.

EUROPE

- [219a (L) *Latin Christian Society, 300-1100*. The formation of Latin Christendom out of its Roman, Germanic, and Christian elements. M 9:20-11:10, T 9:20. Lester Little.]
- [220b (L) *Latin Christian Society, 1000-1300*. The formation of the basic structures of pre-industrial Europe: cities, markets, roads, buildings, universities, monarchies, "estates," parliaments, and the various forms of religious life. M 9:20-11:10, T 9:20. Lester Little.]
- 221a (L) *Social Contexts of European Religious Communities*. From the Benedictines to the Jesuits: recruitment, patronage, governance, livelihood, and reciprocal ties with society. Comparison with other monastic movements and modern communal alternatives to traditional family structures. M 9:20-11:10, T 9:20. Lester Little.
- [222b (L) *Early English History*. Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom. M 9:20-11:10, T 9:20. Lester Little.]
- 223a (L) *Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy*. Society, culture, and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance, and the early voyages of discovery. Open to freshmen by permission of the instructor only. M T W 8:20. Frederick McGinness.
- 224b (L) *Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times*. Latin Christian society on the eve of the Reformation: the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to freshmen by permission of the instructor only. M T W 8:20. Joachim Stieber.
- 227a (L) *England under the Tudors and the Stuarts*. Political, social, and intellectual history of England in the sixteenth and seventeenth centuries. W Th F 9:20. Howard Nenner.

## HISTORY

- [228b (L) *England from Revolution through Industrialization*. Political, social, and intellectual history of Britain from 1689 to 1850. W 11:20, Th 10:20-12:10. Howard Nenner.]
- 229a (C) *Themes in English History since 1485*. Topic for 1983-1984: The Social and Cultural History of England, 1830-1940. W 11:20, Th 10:20-12:10. Howard Nenner.
- 232b (C) *Problems in the French Revolution*. W 2:10-4. Frederick McGinness.
- 233a (L) *France since Napoleon*. The political, social, and cultural evolution of Modern France: 1815 to the present. M 9:20-11:10, T 9:20. Gregor Dallas.
- 239b (L) *Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars*. The political, social, and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state. M 11:20, T 10:20-12:10, W 10:20. Joan Afferica.
- [240b (L) *Tradition and Change in Russian and Soviet History, 1801-1953*. The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; prospects for change in the relationship between society and state in Soviet Russia. To be offered in 1984-85. M 11:20, T 10:20-12:10, W 10:20. Joan Afferica.]
- [243b (L) *Spain and Portugal to 1700*. The formation of Iberia; the Roman legacy and the Visigothic mirage; Muslim invasion and the Christian Reconquista; Ferdinand and Isabella and the rise of Castile; the Habsburg empire; the old world and the new; seventeenth-century crisis and decline.]
- 245b (L) *The Age of Monarchy and Revolution, 1618-1815*. A comparative analysis of political, social, and economic problems of continental Europe from the beginning of the Thirty Years' War to the French Revolution. Open to freshmen by permission of the instructor only. M T W 8:20. Frederick McGinness.
- [246a (L) *The Search for Happiness*. The intellectual history of Europe in the Age of Enlightenment. W 11:20, Th 10:20-12:10, F 11:20 at the option of the instructor. Nelly Hoyt.]
- [248b (L) *Rural France in the Nineteenth Century*. A social history of the peasantry in France from 1789 to the First World War. Demographic movements, mid-century radicalism and *fin-de-siècle* socialism, popular education, market expansion, and national integration. M 9:20-11:10, T 9:20. Gregor Dallas.]
- 250a (L) *Europe in the Nineteenth Century*. The problem of secularization and the rise of ideologies; the triumph and failure of middle-class culture and politics, and the challenge of the new mass movements; the maturing of the nation state, the working of the concert of Europe, and its breakdown in the early twentieth century. M T 8-9:10, W 8:20 at the option of the instructor. Klemens von Klemperer.

- 251b (L) *Europe between the Two World Wars*. The great illusions: the Wilsonian and Marxist visions; Europe between normality and crisis; the culture of the twenties and thirties; the problems of totalitarianism; appeasement and the road to World War II. M T 8-9:10, W 8:20 at the option of the instructor. Klemens von Klemperer.
- [256a (L) *Industrialization and Social Change in Europe, 1750-1914*. The impact of the Industrial Revolution and technological advance on both urban and rural communities in Western Europe; changing rhythms in agriculture and industry; work-place organization and the social division of labor; popular protest and trade unionism; the role of state stimulation in the market. M 9:20-11:10, T 9:20. Gregor Dallas.]
- [257b (L) *Industrialization and Social Change in Europe, 1890 to the Present*. Gregor Dallas.]

## LATIN AMERICA

- 260a (L) *Hispanic America in the Colonial Period*. An examination of the social and economic history of Spanish America from the arrival of the Europeans until independence in the early nineteenth century. Topics include Spanish and Indian civilizations on the eve of discovery, physical and spiritual conquest, the forging of new societies, the decline of empire and attempts at reforms, the coming of the wars of independence. M 11:20, T 10:20-12:10, W 10:20 at the option of the instructor. Joel Horowitz.
- 261b (L) *Latin America since Independence*. An examination of Latin American history since the achievement of independence. Subjects include the struggle for political stability, the development and decline of export-oriented economies, industrialization, and the increasing demands for popular political participation. Examples from different countries, but particularly from Argentina, Brazil, Cuba, and Mexico. M 11:20, T 10:20-12:10, W 10:20 at the option of the instructor. Joel Horowitz.
- 262a (L) *Mexico from Aztec Empire to Modern Republic*. The history of Mexico from the arrival of the Europeans until the present. Particular attention to the creation of a new society, a society that was neither European nor a product of the original inhabitants, the struggle to create a national identity, the Revolution of 1910 and its impact on society. T 2:10-4, Th 2:10. Joel Horowitz.
- [263a (C) *Change and Continuity in Brazilian Society*. Social conflict and social unrest in nineteenth- and twentieth-century Brazil. Topics include slavery and race relations, immigrant acculturation, messianic movements, peasant political mobilization, literature of protest.]

## UNITED STATES

- [266a (L) *The Colonial Experience in North America*. Social, political, and cultural developments in the British colonies from the earliest Indian-European



## HISTORY

contacts to the outbreak of the American Revolution. Th 9:20, F 9:20-11:10. Neal Salisbury.]

- [267a (C) *American Indians and American Society, 1500 to the Present*. An introduction to the history of Native Americans and their relations with non-Indians, emphasizing selected problems during the periods of colonization, conquest, and the twentieth century. Th 3:10-5. Neal Salisbury.]
- [268b (L) *America as a New Nation: The Federalists and Republicans, 1789-1820*. Ideological and political developments during the age of Washington and Jefferson. Principal themes: the emergence and definition of an ideology of party and faction, the conflict between agrarian and entrepreneurial views of the world, and the unsettling impact of the French Revolution and its consequences in Europe. W 11:20, Th 10:20-12:10. Stanley Elkins.]
- [269b (L) *Antebellum America, 1820-1860*. Primary focus on the changing character of American politics between Jefferson and Lincoln. Topics include the second party system, slavery, abolitionism, westward expansion, the Republicans, and the politics of secession. W Th F 9:20. Stanley Elkins.]
- 271a (L) *The Age of Reform, 1892-1940*. Focus on the impact of reform movements on American politics and society. Populism, Progressivism, the New Deal, industrial unionism, and the struggle for black rights. M 11:20, T 10:20-12:10. Maurice Isserman.
- 272b (L) *United States Social History, 1815-1940*. Social, economic, and cultural transformations during the age of industrialization. Focal topics: class, race, and ethnicity; sex roles and the family; religion, reform, and popular culture. Th 9:20, F 9:20-11:10, W 9:20 at the option of the instructor. Rupert Wilkinson.
- 273b (L) *Contemporary America, World War II to the Present*. Topics include America's rise to global power, the Cold War, McCarthyism, the political upheaval of the 1960s, and the politics of scarcity. M 11:20, T 10:20-12:10. Maurice Isserman.
- 275a (L) *Intellectual History of the United States, 1620-1860*. M 11:20, T 10:20-12:10. Jackson Wilson.
- 276b (L) *Intellectual History of the United States, 1860 to the Present*. M 11:20, T 10:20-12:20. Jackson Wilson.
- 278a (L) *Transformation of Work in Nineteenth- and Twentieth-Century America*. The cultural and social impact of industrialization as experienced by American workers, both in the workplace and the family. The rise of the factory system, "scientific management," and the struggle for workers' control on the shop floor. Particular attention to the way new techniques of production and management transformed "women's work" in the workplace and the home. T 1:10, W 2:10-4. Maurice Isserman. (E)



METHODOLOGICAL, COMPARATIVE,  
CROSS-LISTED, AND INTER-DEPARTMENTAL COURSES

Note: All courses in HISTORY OF SCIENCE (see p. 212) may be taken for history credit.

- 217a *History of the Afro-American Woman and the Feminist Movement, 1830 to the Present.* Same as Afro-American Studies 217a.
- 270a *The History of the South since the Civil War.* Same as Afro-American Studies 270a.
- 274b *Women's Experience in Nineteenth- and Twentieth-Century America.* Same as HISTORY AND GOVERNMENT 274b. See Inter- and Extra-departmental Courses, p. 211.
- [277b *The Jazz Age.* Same as Afro-American Studies 277b.]
- 280a (C) *Problems of Inquiry.* Introduction to methods of historical research, analysis, and writing. For honors students. Hours to be arranged.
- [282a (C) *History, Historians, and Meaning in History.* Special topics in the writing and interpretation of history. Nelly Hoyt.]
- [283b (L) *American Economic History: Colonial Times to 1870.* Same as Economics 283b.]
- 285b (L) *American Economic History: 1870-1950.* Same as Economics 285b. (For history students, prerequisite Economics 153a or b only).
- 286a (L) *History of Afro-American People.* Same as Afro-American Studies 286a.
- [288a (L) *History and Literature of the Two Germanies: 1945 to the Present.* Same as HISTORY AND LITERATURE 288a. See p. 211.]
- [289a (L) *The Social and Intellectual Context of Feminist Ideologies in Nineteenth- and Twentieth-Century America.* A study of the social forces which have given rise to feminist or anti-feminist views. Questions examined include the nature of radicalizing experience for women in different historical contexts, the impact of the cult of domesticity, sex stereotypes, and feminist theoretical analysis. Jill Conway.]
- 291a (C) *Topics in Comparative History.* Topic for 1983-84: European Society since 1945. An examination of the transformation of European society since 1945, with special attention to the contrast between the "postwar generation" (men and women who lived through the Second World War) and what has come to be called the "successor generation" (persons who have no personal memory of the wartime experience). Texts include novels by Simone de Beauvoir, Elsa Morante, Heinrich Böll, Milan Kundera, and others, as well as essays by Lawrence Wylie, John Berger, and Jane Kramer. M 2:10-4. Robert Bezucha.
- 291b (C) *Topics in Comparative History.* Topic for 1983-84: America and Britain from World War I to the 1980s. Principal themes: the political systems compared; social structure and race relations; the experience of war and

## HISTORY

- depression; labor movements; feminism; the relationships between social attitudes, the role of government, and the economy. Th 3:10-5. Rupert Wilkinson.
- 292a (C) *Modern European Studies in History (integrating course)*. Topic for 1983-84: The Idea and Reality of Community in Nineteenth- and Twentieth-Century Europe. M 7:30-9:30. Gregor Dallas, Klemens von Klemperer.
- [294b (L) *Literature and Politics of England, 1660-1714*. Same as HISTORY AND LITERATURE 294b. See p. 212.]
- 302b *The Material Culture of New England, 1670-1840 (seminar)*. Same as American Studies 302b.
- 326b *Patronage of the Arts in Renaissance and Early Modern Europe (seminar)*. Same as HISTORY AND MUSIC 326b. See Inter- and Extra-departmental Courses, p. 212.
- 369b *Blacks and American Law*. Same as Afro-American Studies 369b.
- [376b *Race and the Urban Ghetto*. Same as Afro-American Studies 376b.]
- 381a *The Teaching of History and the Social Studies*. Same as Education 381a.

## SEMINARS

- 301a, 301b *Special Studies*. By permission of the department, for qualified upper-classmen.
- 307a *Problems in the History of the Islamic Middle East*. Topic for 1983-84: The Political Role of Islam in the Modern Middle East. Th 3:10-5. Robert Haddad.
- [317b *Topics in Chinese History*. Daniel Gardner.]
- [320b *Early European History*. Lester Little.]
- [324b *Topics in European History, 1300-1660*. Joachim Stieber.]
- 327b *Topics in British History*. Topic for 1983-84: The Monstrous Regiment of Women: Female Monarchy in Sixteenth-Century England. Th 10:20-12:10. Howard Nenner.
- 339b *Topics in Russian History*. Topic for 1983-84: The Intelligentsia in Modern Russia and the Soviet Union. Prerequisite: 240b or the equivalent. M 7:30-9:30. Joan Afferica.
- [346b *Problems in Eighteenth-Century Intellectual History*. Nelly Hoyt.]
- 350b *Modern Europe*. Topic for 1983-84: The Habsburg Monarchy and After: Nationality Relations in Nineteenth- and Twentieth-Century Europe. M 7:30-9:30. Klemens von Klemperer.
- 355b *Topics in European Social History*. Topic for 1983-84: The Nineteenth-Century City: Places, Populations, Cultures. M 9:20-11:10. Gregor Dallas.
- 361b *Problems in the History of Spain and Spanish America*. T 2:10-4. Joel Horowitz.
- [365a *Topics in Colonial American History*. Neal Salisbury.]

- 367a *Problems in American History*. Topic for 1983-84: The American Revolution, 1763-1783. T 2:10-4. Stanley Elkins.
- [371a *The United States in the Gilded Age*.]
- [372a *Problems in United States Social History*. Neal Salisbury.]
- [373b *The United States since 1945*.]
- 375a *Problems in United States Intellectual History*. Topic for 1983-84: Value Conflict and Rhetorical Bridges. A study of the way in which contrary values and appeals are handled in selected texts (speeches, treatises, fiction) between 1840 and 1980. The texts focus on aspects of individualism, authority, and community. Th 3:10-5. Rupert Wilkinson.
- [382b *Nature and Meaning of History*.]
- 383b *An introduction to the Sophia Smith Collection (Women's History Archive)*. Intensive analysis and evaluation of selected research topics or methodological problems by means of lectures, discussions, or demonstrations. Topic for 1983-84: The Reform Impulse, 1848-1920. Documentation of women's role in the United States. Admission by permission of the instructor. M 2:10-4. Mary-Elizabeth Murdock.
- [391a *Topics in Comparative History*.]
- [391b *Topics in Comparative History*.]

## GRADUATE

- 400a, 400b *Research and Thesis*.
- 401a, 401b *Special Problems in Historical Study*. Arranged individually with graduate students.
- 421a *Problems in Early Modern History*.
- 441a *Problems in Modern European History*.
- 471b *Problems in American History*.

## THE MAJOR

Advisers: Daniel Gardner, Robert Haddad, Howard Nenner, Klemens von Klemperer, Jackson Wilson.

Adviser for Study Away: Lester Little, first semester; Joachim Stieber, second semester.

All sophomores planning to study away from Smith and seniors returning (except those who honor) *must* have their programs approved by the departmental adviser for study away.

The history major comprises eleven semester courses, distributed as follows:

- 1) The basis for the major will normally be any two 100-level history courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the major;

## HISTORY

- 2) Field of concentration: five courses consisting of *either*
  - a) one history seminar and four courses at the 200 level, no more than two of which may be related courses in other disciplines; *or*
  - b) two seminars and three courses at the 200 level, one of which may be a related seminar or course in another discipline;
- 3) Additional courses, consisting of four history courses or seminars in at least two fields distinct from the field of concentration.

The Satisfactory/Unsatisfactory grading option is not allowed for courses counting toward the major.

Students who enter the major as upperclassmen or who have performed successfully on the College Board A.P. examination in European history are encouraged to consult with one of the major advisers in the department on how the requirement of a basis for the major applies to their particular cases.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300-1450; Latin Christian Society in Transformation, 1000-1660; Early Modern Europe, 1300-1815; Modern Europe, 1789 to the Present; Latin America; United States.

### HONORS

Director: Klemens von Klemperer.

#### 501 *Thesis.*

The honors program is a one-year program. Students who plan to enter honors should apply in the second semester of the junior year. Students returning from a junior year at another institution or the Junior Year Abroad may apply in September of the senior year.

Honors students will present eleven semester courses for the history major. These will include the basis for the major and

- 1) five courses in the field of concentration;
- 2) History 280a (taken in the first semester of the senior year);
- 3) one semester course in ancient history or a related course in Ancient Studies;
- 4) honors thesis (501) due on April 15.

Seminars or special studies for honors students may be offered in conjunction with selected lecture courses upon consultation with the Director of Honors.

Early in the second semester students will participate in a research workshop that will provide an opportunity to discuss the results of work in progress. Late in the second semester students will be examined orally on the larger field from which the subject of the thesis was chosen.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300-1450; Latin Christian Society in Transformation, 1000-1660; Early Modern Europe, 1300-1815; Modern Europe, 1789 to the Present; Latin America; United States.



## MODERN EUROPEAN STUDIES IN HISTORY

This interdisciplinary program offered to history majors is designed to coordinate courses in modern European history (1789 to the present) with related areas of study.

The program consists of twelve semester courses, distributed as follows:

- 1) The basis for the major will normally be any two 100-level history courses, one of which examines the period before 1600. Only two 100-level courses may be counted toward the major;
- 2) Field of concentration: eight semester courses consisting of
  - a) two 200-level courses and two seminars in modern European history, one of the latter being the integrating course (292a) taken either in the junior or senior year; and
  - b) four 200-level courses dealing with the modern European period in related disciplines;
- 3) Two additional courses in history outside the field of concentration.

Majors in Modern European Studies in History may apply for admission to the departmental honors program. They may also participate in study abroad programs in Europe during the junior year with the permission of their major adviser.

All students interested in Modern European Studies in History should contact Klemens von Klemperer. Since preference for enrollment in 292a will be given to declared majors in the program, interested students are advised to sign up early in the History Department office for this limited enrollment course.

## ITALIAN LANGUAGE & LITERATURE

ASSOCIATE PROFESSORS:	§MARGHERITA SILVI DINALE, DOTTORE IN LETTERE IOLE FIORILLO MAGRI, A.M., DOTTORE IN LINGUE E LETTERATURE STRANIERE, <i>Chair</i> ALFONSO PROCACCINI, PH.D.
ASSISTANT PROFESSOR:	CLAUDIO G. ANTONI, PH.D.
LECTURER:	VALERIA FINUCCI, PH.D.

It is recommended that students planning to major in Italian take History 100a, one course in modern European history, and Philosophy 124a and 125b. Those intending to spend the junior year in Italy should consult the adviser about preparatory courses.

The prerequisite for 226a and b and all advanced courses is 110b or 112. In all literature courses majors will be required to write in Italian; non-majors may do written work in English.

### A. LANGUAGE

- 110b *Intensive Elementary Course*. Laboratory work and weekly conversation meetings. *Three semesters' credit*. M T W Th F 10:20, W 11:20; M T W Th F 2:10, W 3:10. Claudio Antoni, Valeria Finucci.
- 111 *Elementary Course*. Laboratory work and weekly conversation meetings. M T W 9:20 and one hour to be arranged. Alfonso Procaccini.
- 111db *Intensive Elementary Course*. Offers the same program of intensive study as the first semester of 110b. *One and one-half semesters' credit*. M T W Th F 8-9:10. Valeria Finucci.
- 112 *Intermediate Course*. Readings from modern Italian literature, including grammar and composition, followed by a survey of Italian civilization. Prerequisite: two entrance units in Italian or 111. Conversation and discussion meetings. M T 11:20, W 10:20. Alfonso Procaccini (first semester), Iole Magri (second semester).
- 227a *Intermediate Conversation and Composition*. Reading of and comment on contemporary, not exclusively literary, Italian texts with special emphasis on syntax and style. Italian-English and English-Italian translation. Prerequisite: 110b, 112, or permission of the department. Hours to be arranged. Iole Magri.
- 331b *Advanced Reading and Composition*. A continuation of 227a with emphasis on composition. Prerequisite: 227a or permission of the department. Hours to be arranged. Iole Magri.

### B. LITERATURE

- 226a *Survey of Italian Literature*. Reading of outstanding works and consideration of their cultural and social background. M 11:20, T 10:20-12:10. Iole Magri.
- 226b *A continuation of 226a*. M 11:20, T 10:20-12:10. Iole Magri.
- 301, 301a, 301b *Special Studies*. By permission of the department, for senior majors who have had three semester courses above the introductory level. Members of the department.

## ITALIAN LANGUAGE & LITERATURE

- [332 *Dante: Vita Nuova, Divina Commedia.*]
- [333a *Petrarch and Petrarchism.* Emphasis on the culture and style of Petrarch. Reasons for and nature of Petrarchism and its European diffusion. Particular attention given to Petrarch's influence on French and English Renaissance poetry. Bilingual texts. Conducted in English.]
- 334a *Boccaccio and the Novella.* Themes, structure, and style. Boccaccio's place in the tradition of European narrative. Bilingual texts. Conducted in English. Th 3:10-5. Alfonso Procaccini.
- [335a *The Italian Renaissance.* A comparative study of the major literary, philosophical, and political texts and their relation to Humanism. Authors include Alberti, Valla, Poliziano, Castiglione, Machiavelli, and Michelangelo.]
- 336b *Mannerism and the Baroque in Italy.* An exploration of the formal and thematic possibilities of old and new genres that developed during the sixteenth and seventeenth centuries in Italy. Authors include Ariosto, Tasso, Marino, Bruno, Galilei, and Metastasio. Hours to be arranged. Claudio Antoni.
- 337a *Culture and Literature of the Eighteenth Century.* Selected readings from Vico's *Scienza Nuova* and *Autobiografia*; "La Frusta letteraria" and "Il Caffè"; Goldoni's theatre; Alfieri's *Vita* and his tragedies; Foscolo's *Le ultime lettere di Jacopo Ortis*, *Sonetti*, and *Sepolcri*. Hours to be arranged. Claudio Antoni.
- [338a *Italian Novel of the Nineteenth Century.* From Manzoni to Verga.]
- [339b *Arcadia and Utopia in the Renaissance.* An analysis of the Arcadia-Utopia genre together with a study of the two modes. Individual works considered from the following authors: Sannazzaro, Shakespeare, Cervantes, More, Machiavelli, Rabelais, and Campanella. W 2:10-4. Alfonso Procaccini.]
- 340a *Senior Project.* Designed to coordinate the work of the major and direct research for the long paper. Members of the department.
- [342a *Contemporary Literature and Cinema.* A parallel study of fiction and film from post-war Neo-realism to the present time. Works by Verga, Visconti, De Sica, Bassani, Rossellini, Pavese, Antonioni, Vittorini, Moravia, Fellini, and Bellocchio analyzed. Conducted in English. Th 10:20-12:10, W 11:20 at the option of the instructor. Film viewing M 7 or T 2:10. Rita Dinale.]
- [344b *Literature and Politics in Nineteenth-Century Italy.* Writers, politicians, and artists during the period of the Risorgimento, from 1848 to the end of the century. Lectures on and discussion of representative works by such figures as Mazzini, Nievo, Garibaldi, Verdi, De Sanctis, Carducci, and Verga. Lectures in Italian. Prerequisite: 110b or 112 or the equivalent. (E)]
- 350b *Renaissance Portraits.* Same as Comparative Literature 350b.

## ITALIAN LANGUAGE & LITERATURE

### GRADUATE

Advisers: Rita Dinale, Iole Magri, Alfonso Procaccini.

450, 450a, 450b *Research and Thesis.*

451, 451a, 451b *Advanced Studies.*

### THE MAJOR

Advisers: Rita Dinale, Iole Magri, Alfonso Procaccini.

Adviser for Study Abroad: Iole Magri.

Basis: 110D or 112.

Requirements: nine semester courses in addition to the basis and including the following: 226a or b; 331b; 332; 333a or 334a; 335a or 336b or 339b; two of the following: 337a, 338a, 342a; and 340a, Senior Project.

### HONORS

Director: Iole Magri.

501a *Thesis.*

Basis: 110D or 112.

Requirements: nine semester courses in addition to the basis, as in the major, and a thesis (a semester of independent work).

Two examinations: one in the general field of Italian literature; one in linguistic preparation.



## MATHEMATICS

PROFESSORS:	MARJORIE LEE SENECHAL, PH.D. JAMES JOSEPH CALLAHAN, PH.D.
ASSOCIATE PROFESSORS:	DAVID WARREN COHEN, PH.D., <i>Chair</i> **MICHAEL O. ALBERTSON, PH.D. †PHYLLIS CASSIDY, PH.D. *JAMES M. HENLE, PH.D.
ASSISTANT PROFESSORS:	STANLEY WAGON, PH.D. JOAN P. HUTCHINSON, PH.D. ALAN DUFFEE, PH.D. PHILIP J. BYRNE, PH.D. PATRICIA L. SIPE, PH.D.
INSTRUCTOR:	UNA BRAY, M.A.
LECTURER:	DOROTHY SHERLING, PH.D.

Students planning to take courses in mathematics are expected to offer at least three entrance credits in mathematics; those planning to major in mathematics are advised to take courses in mathematics throughout the freshman and sophomore years.

Several introductory courses with no prerequisite are offered. Three of these courses (100b, 105a, 110b) are specifically intended for students outside mathematics; 120a and 111 provide additional preparation for calculus. Students with suitable preparation may enter directly into an appropriate course in the calculus sequence (121a or b, 122a or b, 201a or b, 202a or b).

100b *Quantitative Reasoning*. Presentation, analysis, and interpretation of data using techniques of probability and statistics, linear algebra, game theory, graph theory, and linear programming. A freshman level, non-calculus, non-major oriented course for students who wish to gain skills in the collection, analysis, and interpretation of technical (mathematical) data. W Th F 9:20. F 10:20 at the option of the instructor. Una Bray.

[105a *Colloquium in Mathematics, I*. The finite and the infinite. Historical notions of infinity, finite and infinite sets, adding infinitely many numbers, the notion of a finite physical universe, paradoxes of infinity. W Th F 11:20. Th 10:20 at the option of the instructor.]

[110b *Colloquium in Mathematics, II*.]

111 *Algebra and Trigonometry*. The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem-solving techniques and analytical thinking. Topics include logic and elementary set theory, the arithmetic of the real number system, the geometry of the real line, linear and quadratic equations, absolute value, inequalities, the real plane, conic sections, trigonometry, and elementary functions. Admission by permission of the instructor. This is a full year course and carries *four semester hours' credit*. M 8:20 or 9:20 (choose one), W 9:20, F 9:20-11:10. Judith Moran. (E)

120a *Pre-calculus Mathematics*. Inequalities, lines, slopes, polynomials, functions, graphs, trigonometry. For students who need additional preparation before

## MATHEMATICS

taking calculus. W Th F 9:20, F 10:20 at the option of the instructor. Una Bray.

- 121a *Calculus I*. The derivative, the antiderivative, differentiation, applications to graphs, optimization problems, the definite integral. M T W 8:20, M T 8 at the option of the instructor; M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 9:20, F 10:20 at the option of the instructor; W Th F 11:20, Th 10:20 at the option of the instructor. Members of the department.
- 121b A repetition of 121a. M T W 8:20, M T 8 at the option of the instructor; M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 9:20, F 10:20 at the option of the instructor. Members of the department.
- 122a *Calculus II*. Inverse functions, finding antiderivatives, infinite sequences and series, power series and polynomial approximations. Prerequisite: 121a or b or the equivalent. M T W 8:20, M T 8 at the option of the instructor; M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 9:20, F 10:20 at the option of the instructor. Members of the department.
- 122b A repetition of 122a. M T W 8:20, M T 8 at the option of the instructor; M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 9:20, F 10:20 at the option of the instructor; W Th F 11:20, Th 10:20 at the option of the instructor. Members of the department.
- 200b *Introduction to Numerical Methods*. Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisites: 201a or b, and some knowledge of a computer language, e.g., FORTRAN, Pascal, or BASIC. M 9:20-11:10, T 9:20. Stanley Wagon.
- 201a *Linear Algebra*. Vector spaces, matrices, linear transformations, systems of linear equations. Prerequisite: 122a or b, or the equivalent. M T W 8:20, M T 8 at the option of the instructor; M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 9:20, F 10:20 at the option of the instructor. Michael Albertson, James Callahan, Joan Hutchinson.
- 201b A repetition of 201a. M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 11:20, Th 10:20 at the option of the instructor. James Henle, Stanley Wagon.
- 202a *Calculus III*. Vectors, partial differentiation, and multiple integration with applications. Prerequisite: 122a or b; 201a or b is suggested. W Th F 9:20. James Callahan.
- 202b A repetition of 202a. M T W 8:20; W Th F 11:20. Marjorie Senechal. Alan Durfee.
- 204a *Topics in Applied Mathematics*. Topic for 1983-84: Linear Programming. Optimizing a linear objective function, subject to linear constraints; geometric and algebraic foundations: convexity, polyhedra, and linear independence; the duality theorems; the simplex method revisions, sensitivity, and error analysis; Khachian's ellipsoidal method; integer programming. Prerequisite: 201a

or b. M 11:20, T W 10:20, T 11:20 at the option of the instructor. Michael Albertson.

205a *Advanced Calculus*. Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss, and Stokes. Prerequisites: 201a or b and 202a or b, or permission of the instructor. W F 1:10, Th 2:10. Una Bray.

[220b *Logic and the Undecidable*. Same as Philosophy 220b.]

222a *Differential Equations*. Theory and applications of ordinary differential equations. Prerequisites: 201a or b and 202a or b, one of which may be taken concurrently. M T W 8:20. Patricia Sipe.

224b *Topics in Geometry*. Topic for 1983-84: The Geometry of Space-Time. The hyperbolic plane, indefinite metrics, Lorentz transformations and invariants, relativity, curvature, physical consequences. Prerequisites: 201a or b and 202a or b. W F 1:10, Th 2:10. James Callahan.

233a *An Introduction to Modern Algebra*. An introduction to the concepts of abstract algebra, including groups, rings, and fields. Prerequisite: 201a or b or permission of the instructor. M T 1:10, W 2:10. Marjorie Senechal.

238a *Theory of Numbers*. Properties of integers including congruences, primitive roots, quadratic residues, diophantine equations. Prerequisite: 201a or b or permission of the instructor. W Th F 11:20, Th 10:20 at the option of the instructor. Una Bray.

243b *Introduction to Analysis*. The real number line, continuous functions, differentiation, integration, sequences, and series of functions. Prerequisites: 201a or b and 202a or b, or permission of the instructor. M 11:20, T W 10:20, T 11:20 at the option of the instructor. Dorothy Sherling.

246a *Probability*. An introduction to probability and mathematical statistics, including combinatorial probability, discrete and continuous random variables, limiting distributions, sampling, estimation, and hypothesis testing. Prerequisite: 122a or b. M 9:20-11:10, T 9:20. Dorothy Sherling.

247a *Statistics*. The analysis of data in linear models. Applications of least squares theory including regression, analysis of variance. Prerequisite: 201a or b. W Th F 9:20, F 10:20 at the option of the instructor. Philip Byrne.

247b A repetition of 247a. W Th F 11:20, Th 10:20 at the option of the instructor. Philip Byrne.

250a, 250b *Foundations of Computer Science*. Same as Computer Science 250a, 250b.

253b *Combinatorics and Graph Theory*. An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems, and graph theory. Additional topics selected from binary matrices, Latin



## MATHEMATICS

- squares, finite projective planes, block designs, coding theory. Prerequisite: 201a or b. W Th F 9:20, F 10:20 at the option of the instructor. Joan Hutchinson.
- 301a, 301b *Special Studies*. By permission of the department, for majors who have had at least four semester courses beyond 122a or b.
- 302a, 302b *Special Studies for Honors Students*. Directed reading, exposition, and a thesis. The topic of specialization chosen in consultation with the Director at the beginning of the senior year. Either 302a or 302b may be taken for double credit.
- [303b *Advanced Topics in Discrete Applied Mathematics*. Prerequisites: 233a and 253b or permission of the instructor; programming experience essential. Alternates with 304b. To be offered in 1984-85.]
- 304b *Advanced Topics in Continuous Applied Mathematics*. Prerequisites: 205a and 222a; programming experience expected. Alternates with 303b. M T 1:10, W 2:10. James Callahan.
- [322b *Topics in Advanced Logic*. Same as Philosophy 322b.]
- 324b *Complex Variables*. Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 205a or 243b. W Th F 11:20, Th 10:20 at the option of the instructor. James Henle.
- 333b *Topics in Abstract Algebra*. Topic for 1983-84: Finite Groups and Finite Geometries. The Sylow theorems, groups with operations, group extensions, representations of finite groups, symmetric and general linear groups, finite projective geometry, characterization of projective transformation groups. Prerequisites: 201a or b and 233a. Th F 8-9:10. Una Bray.
- 342a *Topics in Topology and Geometry*. Topic for 1983-84: Differential Geometry. The differential geometry of curves and surfaces in three-space, including the Theorem Egregium and the Gauss-Bonnet Theorem. Prerequisite: 243b or permission of the instructor. M 9:20-11:10, T 9:20. Patricia Sipe.
- 343a *Topics in Mathematical Analysis*. Topic for 1983-84: Hilbert Space and Banach Spaces. The theory and applications of Hilbert space and Banach spaces, including the geometry of the state space of a physical system. Prerequisite: 243b. M T 1:10, W 2:10. David Cohen.
- 350b *Topics in the History of Mathematics*. M 11:20, T W 10:20, T 11:20 at the option of the instructor. Marjorie Senechal.

## GRADUATE

- 420a, 420b *Special Studies in Topology and Analysis*.
- 430a, 430b *Special Studies in Modern Geometry*.
- 440a, 440b *Special Studies in Algebra*.



## THE MAJOR

Advisers: Michael Albertson, Una Bray, Philip Byrne, James Callahan, Phyllis Cassidy, David Cohen, James Henle, Joan Hutchinson, Patricia Sipe, Stanley Wagon.

Adviser for Study Abroad: Marjorie Senechal.

The following requirements apply to the Class of 1984:

Requirements: nine semester courses, including 201a or b and 202a or b. Two of the nine may be chosen from the following: Astronomy 222b, 237a, or courses at a higher level; Chemistry 231a and b; Computer Science 212a or b, 390b; Physics 214b or courses at a higher level (except 226a and 311a and b); Economics 280b or Government 365a (provided it follows Mathematics 246a). Except for 122a or b, the mathematics courses must be at the intermediate (200) or advanced (300) level; at least one course must be at the advanced level.

The following requirements apply beginning with the Class of 1985:

Requirements: nine semester courses, including 201a or b and 202a or b. One (or two) of the required nine courses may be replaced by two (or four) of the following courses: Astronomy 222b, 237a, 343a, 344b; Chemistry 231a and/or b; Computer Science 212a or b, 390b; Economics 229b; Physics 214b, 220a, 222a, 320a, 322b, 334b, 340a; one of Psychology 203a, Economics 280b, Government 365a, provided it follows Mathematics 246a. Except for 122a or b, the mathematics courses must be at the intermediate (200) or advanced (300) level; at least one course must be at the advanced level.

The following requirements apply beginning with the Class of 1986:

Requirements: the same as those applying to the Class of 1985 except that Psychology 203a, Economics 280b, and Government 365a do not count for credit toward the major.

## HONORS

Director: Joan Hutchinson.

Requirements: in addition to the nine courses required for the major, students must take the Special Studies for honors students (302a and 302b, which include the thesis) in the senior year. Either 302a or 302b may be taken for double credit.

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

INTERDEPARTMENTAL MAJOR  
IN  
MEDIEVAL STUDIES

Advisers and members of the Medieval Studies Council: Alice Clemente (Spanish and Portuguese), *Director*; \*Paul Evans (Music); Robert Haddad (History); \*\*Lester Little (History); Thalia Pandiri (Classics); Jochanan Wijnhoven (Religion).

Students are advised to consult the current Five College Medieval Studies brochure when selecting their courses.

Note: No single course may be counted in fulfillment of more than one of the requirements.

Basis: (a) Two semester courses in different departments, chosen from among the following: Art 100 (only the first semester may be counted for credit in the major); English 120a (section on "Medieval Narrative"), English 207 (only the first semester may be counted for credit in the major); French 210a or b; History 100a, 103b; Italian 226a; Music 200a; Spanish and Portuguese 215a or b; Religion 188a.

(b) Latin 111 or 111db (unless exempted by the Classics Department), to be taken no later than the junior year. (Students are encouraged to take, whenever possible, at least one semester of Latin beyond the level of Latin 111 or 111db.)

Requirements: eleven semester courses including the basis and including Latin 111 or 111db (unless exempted from the Latin requirement.)

Seven courses in addition to the basis, above the 100 level, as follows:

One semester medieval history course, chosen from the listing below.

One semester medieval religion course, chosen from the listing below.

One semester medieval course in either art or music, chosen from the listing below.

Two semester courses in medieval language and/or literature, not necessarily taken in the same department. (One course in classical Latin literature may be taken in addition to Latin 213b in fulfillment of this requirement.)

Two other semester courses, chosen from the listing below.

Distribution: three of these courses, including at least one at the 300 level, must be taken in one of the participating departments (an exception is made for concentration in medieval language or literature, where two courses may be taken in one department and one in another: e.g., French 315b, French 335a, and Latin 213b); two courses must be taken in another of the participating departments.

In addition to courses listed below, courses which are devoted for at least eight weeks of the semester to medieval material may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

301, 301a, 301b *Special Studies*. Admission by permission of the instructor and the Medieval Studies Council.

HONORS

Director: Alice Clemente.

501a *Honors Thesis*. Admission by permission of the Medieval Studies Council.

Requirements: the same as those for the major; a thesis, normally one semester, the subject of which should, preferably, be determined in the second semester of the junior year; an oral examination on the thesis and a written examination on the area of concentration within the major.

APPROVED COURSES FOR 1983-84

ART

224b *Gothic Art*.

321a *Studies in Early Medieval Art*.

CLASSICS

211a *Readings in Latin Literature*.

212a *Poetry of Ovid*.

213b *Medieval Latin*.

ENGLISH

211a *Old English*.

211b *Beowulf*.

214a *Chaucer*.

214b *Chaucer*.

309b *Arthurian Literature of the Middle Ages*.

FRENCH

335b *Poetry and Music of the Troubadours*.

HISTORY

207a *Islamic Civilization to the Fifteenth Century*.

221a *Social Contexts of European Religious Communities*.

ITALIAN

334a *Boccaccio and the Novella*.

MUSIC

335b *Poetry and Music of the Troubadours*.

402 *Proseminar in Music History*.

## MEDIEVAL STUDIES

### RELIGION

230a *History of Christian Thought, I.*

231a *History of Christian Thought, II.*

235a *The Jews of the Middle Ages.*

275b *Islam.*

### SPANISH AND PORTUGUESE

330a *The Epic Tradition: Poems, Chronicles, and Ballads.*



# MUSIC

PROFESSORS:	†VERNON GOTWALS, M.F.A. *PAUL RICHER EVANS, PH.D. ROBERT MARTIN MILLER, MUS.M., LIC. DE CONCERT ADRIENNE AUERSWALD, A.M. DOROTHY STAHL, B.MUS. PHILIPP OTTO NAEGELE, PH.D. †LORY WALLFISCH WILLIAM PETRIE WITTIG, MUS.M. RONALD CHRISTOPHER PERERA, A.M. PETER ANTHONY BLOOM, PH.D., <i>Chair</i>
KENNEDY PROFESSOR IN THE RENAISSANCE:	†HOWARD MAYER BROWN, PH.D.
ASSOCIATE PROFESSORS:	JOHN PORTER SESSIONS, MUS.M. DONALD FRANKLIN WHELOCK, M.MUS. KENNETH EDWARD FEARNS, MUS.M. MONICA JAKUC, M.S. RICHARD J. SHERR, PH.D. RUTH AMES SOLIE, PH.D. THEODORE MORRISON, <i>Director of Choral Music</i>
ASSISTANT PROFESSORS:	†KAREN SMITH, M.M. MICHAEL SUSSMAN, M.MUS. JANET LYMAN HILL, M.A. JANE BRYDEN, M.M.
LECTURERS:	LISA ANN GOLDMAN, M.M. GRANT R. MOSS, M.M.A. MAGEN SOLOMON, M.M.
TEACHING FELLOW:	JOHN L. SCHAEFFER, A.B.

Courses listed below as introductory are designed specifically for students with little or no previous training in music. Prospective majors are advised to take 110a and b in the freshman year and 200a and b in the sophomore year. They, as well as non-majors with prior musical experience, may take 200a as freshmen. (Those with a strong background in harmony may take an examination to determine whether exemption from 110a is warranted.)

## INTRODUCTORY COURSES

- 100a *Classical and Popular Music in the Twentieth Century*. An introduction to music designed specifically for those with no previous training, with special emphasis on the ballet and the musical theatre. M T 1:10 and one hour to be arranged. William Wittig.
- 104a *The Art of Listening*. An introduction to music designed especially for those with no previous training, but also appropriate for those with musical background who wish to refine their skills as listeners. Emphasis on the aural understanding of a varied musical repertoire, some of which may be chosen by members of the class, but not on written notation or technical analysis. W Th F 11:20 and one hour to be arranged. Ruth Solie.

## MUSIC

- 106b *Fundamentals of Music*. An introduction to the elements of music designed specifically for those with no previous training. Through composing and analyzing, students will explore notation, rhythm, melody, harmony, and simple counterpoint. M T Th 1:10 and one hour to be arranged. William Wittig.

### A. THEORY AND COMPOSITION

- 110a *Tonal Harmony*. Harmonic materials and procedures in the common practice period. Four-part writing, ear training, and analysis. Prerequisite: satisfactory performance on a placement test (given before spring pre-registration and during freshman orientation) to determine the student's ability to hear and notate elementary pitch and rhythmic relationships. M T 12:50-2, W 2:10; W Th 9:20, F 9:20-11:10. Donald Wheelock, Ronald Perera.
- 110b *Chromatic Harmony*. Harmonic procedures in the romantic period. Prerequisite: 110a or permission of the instructor. M T 12:50-2, W 2:10; W Th 9:20, F 9:20-11:10. Donald Wheelock.
- 221a *Tonal Counterpoint*. Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon, and fugue. Ear training, analysis, and practice in contrapuntal writing. Prerequisite: 110b or permission of the instructor. M 11:20, T 10:20-12:10, W 10:20. Ruth Solie.
- 221b *Contemporary Procedures*. Study of major developments in twentieth-century music. Writing and analytic work focusing on non-tonal harmonic practice, serial composition, and other musical techniques. Prerequisite: 110b or permission of the instructor. M 11:20, T 10:20-12:10, W 10:20. Ruth Solie.
- 226a *Musical Sound*. Same as Physics 226a.
- 233a *Composition*. Prerequisites: 110b and permission of the instructor. M 11:20, T 10:20-12:10, W 10:20. Donald Wheelock.
- 233b *Composition*. Prerequisite: 233a or permission of the instructor. M 11:20, T 10:20-12:10, W 10:20. Donald Wheelock.
- [316b *The Teaching of Music*. Same as Education 316b.]
- 331a *Topics in Theory*. Topic for 1983-84: The Late Beethoven Quartets. Intensive analysis of the last five string quartets with reference to earlier quartets by Beethoven and others. Consideration of their implications for later composers. Several short papers and one large project. Prerequisite: 221a or b or permission of the instructor. M 9:20-11:10, T 9:20. Donald Wheelock.
- 342a *Seminar in Composition*. One individual lesson per week, and seminar meetings to be arranged. Performance of student works when possible. Recommended background: 233b. Admission by permission of the instructor. Ronald Perera.
- 342b *Seminar in Composition*. One individual lesson per week, and seminar meetings to be arranged. Performance of student works when possible. Recom-

mended background: 233b or 342a. Admission by permission of the instructor. Ronald Perera.

- 345a *Electronic Music*. Introduction to *musique concrète* and synthesizer sound production through practical work, assigned reading, and listening. Enrollment limited to 8. Admission by permission of the instructor. Recommended background: a semester course in music theory or composition. T 4:10, Th 3:10-5. Ronald Perera.
- 345b *Electronic Music Composition*. Enrollment limited to 6. Prerequisites: 345a and permission of the instructor. Th 3:10-5. Ronald Perera.

## B. HISTORY

- 200a *An Historical Survey of Music*. An introduction to the principal styles and monuments of Western music from the middle ages to the mid-eighteenth century. Open to all students (including freshmen) who have had some previous musical experience or who have obtained permission of the instructor. W Th F 9:20, F 10:20 at the option of the instructor. Richard Sherr.
- 200b A continuation of 200a. Western music from the mid-eighteenth century to the twentieth century. Prerequisite: 200a or permission of the instructor. W Th F 9:20, F 10:20 at the option of the instructor. Peter Bloom.
- 251a *The History of the Opera*. History of the form from its inception to the present, with emphasis on selected masterworks. Prerequisite: a 100-level course in music, 200a, or permission of the instructor. M 9:20-11:10, T 9:20. Richard Sherr.
- 253b *Popular Music in the Nineteenth Century*. An examination of the published vocal music of nineteenth-century England and America, with special attention to the work of Arthur Sullivan in England and of Henry Russell, Stephen Foster, George F. Root, and Paul Dresser in America. A reading knowledge of music is recommended. M 9:20-11:10, T 9:20. Richard Sherr.
- [271a *Richard Wagner*. Same as MUSIC, GERMAN, COMPARATIVE LITERATURE 271a. See Inter- and Extra-departmental Courses, p. 213.]
- [302b *Music in the Middle Ages*. A study of Western music beginning with the chant of the early Christian church and continuing through the flowering of medieval music in France and Italy in the fourteenth century. Prerequisite: 200a or permission of the instructor. To be offered in 1984-85. Paul Evans.]
- [303b *Music of the Renaissance*. Sacred and secular music in Western Europe during the fifteenth and sixteenth centuries. The role of music in society. Prerequisite: 200a or permission of the instructor. To be offered in 1984-85. Richard Sherr.]
- [304a *Music of the Earlier Baroque*. The interaction between French and Italian music in the seventeenth century. Music in England and Germany. Prerequisite: 200a or permission of the instructor. To be offered in 1984-85. Paul Evans.]

## MUSIC

- 305b *Music of the High Baroque*. Bach, Handel, Rameau, and their contemporaries. Prerequisite: 200a or permission of the instructor. T 2:10-4, Th 2:10. Paul Evans.
- [306a *Haydn and Mozart*. A study of aspects of the classical style, with emphasis on the genres of the symphony, concerto, and string quartet. Prerequisite: 200b or permission of the instructor. Recommended background: 110a or the equivalent. To be offered in 1985-86. Peter Bloom.]
- [307b *Beethoven*. A chronological survey of Beethoven's music, concentrating on the piano sonatas, string quartets, and symphonies. Prerequisite: 200b or permission of the instructor. Recommended background: 110a or the equivalent. To be offered in 1984-85. Richard Sherr.]
- 308a *Music in the Nineteenth Century*. From the death of Beethoven to the death of Mahler: selected works in large- and small-scale forms from analytical and historical perspectives. Prerequisite: 200b or permission of the instructor. Recommended background: 110a or the equivalent. W Th F 9:20. Peter Bloom.
- 310b *Modern Music*. Selected works by Debussy, Schoenberg, Berg, and Dallapiccola from analytical and historical perspectives. Prerequisite: 200b or permission of the instructor. Recommended background: 110b or the equivalent. Th 7:30-9:30. John Sessions.
- 326b *Patronage of the Arts in Renaissance and Early-Modern Europe*. Same as HISTORY AND MUSIC 326b. See Inter- and Extra-departmental Courses, p. 212.
- 335b *Poetry and Music of the Troubadours*. Same as MUSIC, FRENCH, COMPARATIVE LITERATURE 335b. See Inter- and Extra-departmental Courses, p. 213.

## C. PERFORMANCE

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence, and potential ability. There are fees for all courses involving individual instruction and for the use of practice rooms.

Courses in performance normally require one hour of individual instruction per week. Students taking half-courses in performance are expected to practice a minimum of one hour a day; those taking full courses in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department.

Introductory-level courses in performance *must be taken above a regular program—that is, eight semester courses per year—and are counted as half-courses*. Exception: a sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance *within a four-course program* for full credit.

Intermediate- or advanced-level courses in performance may be taken within a regular program as a full course, or above a regular program as either a full course



or a half course. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the 100 level *must* take at least two full courses in music during their years at Smith College. It is recommended that these courses, preferably in theory, be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 hours credit earned in courses in performance (Division C) may be counted toward graduation.

Auditions, ideally to be prepared during the summer months, are to be scheduled upon arrival on campus through the office of the department. Students must register for performance courses at the department office, but registration is tentative until audition results are posted.

**STRINGED INSTRUMENTS; WIND INSTRUMENTS.** Candidates for these courses are expected to play a piece of their own choice.

**VOICE.** Candidates for Music 141 are expected to perform a song for solo voice.

**PIANO.** Candidates for Music 121 are expected to play three pieces representing three of the following musical style-periods: baroque, classic, romantic, impressionist, contemporary.

**ORGAN.** Courses in organ are not normally open to freshmen, but a candidate who demonstrates advanced proficiency in piano may receive special permission to register for Music 132 in the freshman year.

All students in performance courses, regardless of level of advancement, proceed sequentially from the lowest course number to the highest.

*Piano.* 121, 122, 222, 323. Robert Miller, Kenneth Fearn, Monica Jakuc, Lisa Goldman.

*Organ.* 132, 232, 333. Prerequisite: 121 or the equivalent. Grant Moss.

*Harpsichord.* 123, 224, 325. Prerequisite: 121 or permission of the instructor. Grant Moss.

*Voice.* 141, 142, 242, 343. Adrienne Auerswald, Dorothy Stahl, Jane Bryden.

*Violin.* 151, 152, 252, 353. Philipp Naegele, Janet Hill.

*Viola.* 161, 162, 262, 363. Janet Hill.

*Violoncello.* 171, 172, 272, 373. John Sessions.

*Double bass.* Salvatore Macchia (UMass).

*Viola da Gamba.* 163, 164, 264, 364. Alice Robbins.

*Wind Instruments.* 181, 182, 282, 383. William Wittig, flute; Peter Bloom, oboe; Michael Sussman, clarinet; Mary Lou Wittig, horn; Frank Morelli (UMass), bassoon; Emily Samuels, recorder.

## MUSIC

*Brass Instruments.* Instructors from UMass: Walter Chesnut, trumpet; Lamar Jordan, trombone; George Parks, tuba.

*Percussion.* Peter Tanner (UMass).

*Guitar.* Philip de Fremery (Mount Holyoke).

*Lute.* Peter Lehman.

*Other Instruments.* 111, 112, 212, 313.

220 *Conducting.* Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisite: 110b or 200b or permission of the instructor. *One-quarter course credit each semester.* Section A (advanced, enrollment limited to 16): T 2:10-4, Theodore Morrison. Section B (beginning): Th 2:10-4, Magen Solomon.

241a *English Diction for Singers.* Prerequisite: 142 or permission of the instructor. Two class hours. *One-quarter course credit.* M 2:10-4, Dorothy Stahl.

241b *German and French Diction for Singers.* Prerequisite: 142 or permission of the instructor. Two class hours. *One-quarter course credit.* M 2:10-4, Dorothy Stahl.

*Chamber Music Ensembles.* 191a, 191b, 192a, 192b, 292a, 292b, 393a, 393b. Open on a limited basis to qualified students who are studying their instruments. These courses require a one-hour lesson and three hours of practice per week. *One-quarter course credit.* Philipp Naegele, John Sessions, Janet Hill, Michael Sussman.

*Five-College Orchestra.* Two formal concerts each semester. Open by audition to students at Smith and to students at the other valley institutions. Dennis Burkh (UMass), conductor.

*Chamber Orchestra.* A string chamber orchestra gives one concert each semester normally preceded by four Thursday evening rehearsals. Philipp Naegele, Director.

*Choral Ensembles.* Membership in the Glee Club (open to juniors and seniors), the College Choir (open to freshmen and sophomores), the College Chorale (open to all students and to women of the Smith faculty and staff), and the Chamber Singers (open preferentially to seniors, juniors, and sophomores from the Glee Club and College Choir) is by audition. These groups perform in concert and on tour and provide music in the College Chapel. Theodore Morrison, Magen Solomon.

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For Five College Early Music Program, directed by Thomas Kelly, see Five College Course Offerings by Five College Faculty, p. 216.

## GRADUATE

Requirements for the Master of Arts degree in music are listed on page 313 of the Catalogue.

All graduate seminars are open to seniors by permission of the instructor.

Adviser: Philipp Naegele.

400, 400a, 400b *Research and Thesis.*

401, 401a, 401b *Special Studies.*

402 *Proseminar in Music History.* Musical paleography and notation from A.D. 1100 to 1600. Required of graduate students during one of their years in residence. Open to undergraduates by permission of the instructor. First semester: Th 3:10-5, Richard Sherr. Second semester: Th 10:20-12:10, Paul Evans.

[403a *Seminar in Medieval Music.* To be offered in 1984-85. Paul Evans.]

406a *Seminar in Renaissance Music.* The music of Josquin. M 2:10-4. Howard Brown.

[407b *Seminar in Baroque Music.* To be offered in 1984-85. Paul Evans.]

[408a *Seminar in Music of the Classic Era.* Peter Bloom.]

[409a *Seminar in Music of the Romantic Era.* Peter Bloom.]

410a *Seminar in Contemporary Music.* A consideration of early non-tonal works by Schoenberg and of late songs and piano music by Debussy. Th 7:30-9:30. John Sessions.

411b *Seminar in the History of Music Theory.* A study of the principal writers on the theory of music from the Greeks to the early twentieth century, with particular emphasis on the interaction between theoretical speculation and musical style. Undergraduate music majors accepted by permission of the instructor. M 7:30-9:30. Ruth Solie.

#### GRADUATE PERFORMANCE COURSES

*Piano.* 424, 425.

*Organ.* 434, 435.

*Harpsichord.* 426, 427.

*Voice.* 444, 445.

*Violin.* 454, 455.

*Viola.* 464, 465.

*Violoncello.* 474, 475.

*Viola da Gamba.* 468, 469.

*Wind Instruments.* 484, 485.

*Other Instruments.* 414, 415.

#### THE MAJOR

Advisers: Adrienne Auerswald, John Sessions, Ruth Solie, Donald Wheelock.

Adviser for Study Abroad: Peter Bloom.

Basis for the major: 110a and b, and 200a and b.

## MUSIC

Requirements: ten semester courses: 110a and b, 200a and b, two intermediate-level courses in Division A (selected from 221a, 221b or 233a), one advanced-level course in Division A (selected from 331a, 342a or b, 345a or b), and three further courses at the intermediate or advanced level in Division B. Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French, and Italian.

## HONORS

Director: John Sessions.

501a *Thesis*.

Requirements: students will fulfill the requirements of the major *and*, in the senior year, elect at least one graduate seminar, and present a thesis (501a) or a composition normally equivalent to one first-semester course.

Examination: students will take an oral examination on the subject of the thesis.



# PHILOSOPHY

PROFESSORS: MURRAY JAMES KITELEY, PH.D.

\*\*KATHRYN PYNE ADDELSON, PH.D., *Acting Chair*,  
*First Semester*

†MALCOLM B. E. SMITH, PH.D.

ASSOCIATE PROFESSORS: \*A. THOMAS TYMOCZKO, PH.D., *Chair*

\*JILL G. DE VILLIERS, PH.D.

JOHN M. CONNOLLY, PH.D.

VISITING ASSISTANT

PROFESSORS: JANICE MOULTON, PH.D.

ELIZABETH V. SPELMAN, PH.D.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for upperclassmen. Where special preparation is required, the prerequisite is indicated in the description.

- 100b *Thinking about Thinking*. What is thinking? Do animals, machines, or babies think? Can you think without words? Can you be thoughtful and passionate at the same time? Are there different styles of thinking, e.g., scientific, quantitative, artistic, mystical? Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. T 2:10-4, Th 2:10. Elizabeth Spelman, Thomas Tymoczko. (E)
- 101a *American Science in the Making*. Same as HISTORY OF SCIENCE 101a. See Inter- and Extra-departmental Courses, p. 212.
- 111a, [111b] *Basic Philosophical Problems*. An introduction to philosophy through discussion of important themes in major philosophical writers and in contemporary American life. Themes include hierarchy, individualism, work, family, education, the concept of justice, the possibility of certainty. Lec. M 11:20, T 10:20; dis. T 11:20 or W 10:20. John Connolly.
- 121a *Introductory Logic*. A study of some of the major discoveries of logic such as the propositional calculus, relations, quantifiers, sets and referential semantics, and their application to correct reasoning. This course is intended in part to improve the student's ability to reason precisely and to deal with abstract and hypothetical thought. W Th 9:20; dis. F 9:20 or 10:20. Janice Moulton.
- 121b A repetition of 121a. W Th 9:20; dis. F 9:20 or 10:20. Thomas Tymoczko.
- 124a *History of Ancient and Medieval Philosophy*. A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. Lec. W 11:20, Th 10:20; sect. Th or F 11:20. Murray Kiteley.
- 125b *History of Modern Philosophy*. A study of Western philosophy from Bacon through the eighteenth century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Lec. W 11:20, Th 10:20; sect. Th or F 11:20. John Connolly, Murray Kiteley.

## PHILOSOPHY

- 203b *Knowledge and Society*. An investigation through readings and discussion of some of the main social determinants of theory-building as a human activity. Special topic for 1983-84: Philosophy and the Computer Revolution. M T 12:50-2. Janice Moulton.
- [220b *Logic and the Undecidable*. An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. Topics include the completeness theorem of logic and the incompleteness theorem of arithmetic. Prerequisite: 121a or b or a 200-level mathematics course.]
- 221b *Language*. Same as PHILOSOPHY AND PSYCHOLOGY 221b. See Inter- and Extra-departmental Courses, p. 214.
- 222a *Ethics*. Consideration of theories concerning the making of moral judgments; the truth or falsehood of such judgments; moral theories which attempt to specify principles of obligation, moral goodness, and justice. M 11:20, T 10:20-12:10. Elizabeth Spelman.
- [224a *Philosophy and History of Scientific Thought*. A study of the development of scientific ideas and method using cases of scientific discovery, including the Aristotelean, Copernican, and Darwinian theories, and contemporary sociological theories.]
- [230b *American Philosophy: The Classical Period*. Studies in the work of William James, Chauncy Wright, C. S. Peirce, George Santayana, John Dewey, and Josiah Royce.]
- 233b *Aesthetics*. Discussion of problems about art: the nature of art, the nature of aesthetic experience, the role of the critic, and other problems. M 2:10-4 and one hour to be arranged. Elizabeth Spelman.
- [234a *Philosophy and Human Nature: Theories of the Self*. An investigation of some philosophical theories about selves or persons, with an emphasis on relating these theories to our own experience.]
- 235b *Morality, Politics, and the Law*. A critical discussion of problems in political and legal philosophy, to include the concepts of justice, fairness, tolerance, and deviance. M 11:20, T 10:20-12:10. Elizabeth Spelman.
- 236b *Linguistic Structures*. Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology, and pragmatics. T 2:10-4, Th 2:10. Jill de Villiers.
- [237a *Philosophical Topics*. A non-historical treatment of some topic or school of current interest.]
- 240a *Philosophy and Women*. An investigation of the philosophical concepts of oppression, rights, human nature, and moral reform and moral revolution, as they relate to women. T 2:10-4, Th 2:10. Johnella Butler (Afro-American Studies), Elizabeth Spelman.

- 260b *Philosophical Hermeneutics*. An investigation of the concept of interpretation: how does interpreting differ from describing, evaluating, or explaining? A hermeneutical theory with special attention to the views of Gadamer and Wittgenstein is developed from examples of the interpretation of poetry, historical actions, and dreams. Recommended: a previous course in philosophy. M 7:30-9:30; dis. W 3:10. John Connolly.
- 261a *Philosophy of Communication*. An examination of human and non-human communication. Discussion of symbol systems, syntax and semantics, sign language, metaphor, emotive force, speech acts, linguistic community, and of the relations between language and thought, and language and gender. Th 7:30-9:30 and one hour to be arranged. Janice Moulton.
- [269a *Phenomenology and Existentialism*. Same as Religion 269a.]
- 300a *Philosophy Colloquium*. Intensive practice for majors in applying philosophical methods to key problems and historical texts. Normally taken in the junior year. M 7:30-9:30, W 3:10. John Connolly and members of the department.
- 301, 301a, 301b *Special Studies*. For senior majors, by arrangement with the department.
- 310a *Recent and Contemporary Philosophy*. A study of the development of the Anglo-American tradition in philosophy including such works as Putnam's *Reason, Truth and History*; Rorty's *Philosophy and the Mirror of Nature*; MacIntyre's *After Virtue*; and Kuhn's *Structure of Scientific Revolutions*. W F 12:50-2, Th 2:10. Kathryn Addelson.
- [322b *Topics in Advanced Logic*. Prerequisite: 220b or permission of the instructor. T 2:10-4. Thomas Tymoczko.]

## SEMINARS

- [304b *Value Theory*.]
- 331b *Belief, Knowledge, and Perception*. Selected topics in the theory of knowledge. W 7:30-9:30. Murray Kiteley.
- 334b *Mind*. Selected problems regarding mental states, mental acts, their contents, and their objects. Topic for 1983-84: Action. Can action theory provide us with a deeper understanding of what people do and why? Can there be a science of human behavior? Special attention to the views of Wittgenstein and his followers. Th 3:10-5; dis. T 4:10. John Connolly.

## GRADUATE

Advisers: members of the department.

- 450, 450a, 450b *Research and Thesis*. 450a or 450b may be taken for double credit.
- 451, 451a, 451b *Advanced Studies*. By permission of the department, for graduates and qualified undergraduates: *Theory of Probable Inference*, *Topics in Logical Theory*, *Philosophy of Language*, *Contemporary Ethics*.

## PHILOSOPHY

### THE MAJOR

Advisers: members of the department.

Adviser for Study Abroad: John Connolly.

Basis: two semester courses in philosophy.

Requirements: eight semester courses in philosophy above the basis and including 121a or b, 300a, any two from 111a or b, 124a, 125b, and two 300-level courses (other than 300a). Courses in related departments may be included in the major program of eight semester courses only with the approval of the department.

### HONORS

Director: Murray Kiteley.

Basis: two semester courses from 111a or b, 124a, 125b. In addition, 121a or b is required. For other prerequisites for specific programs, the Director should be consulted.

501, 501a *Thesis*.

Requirements: a minimum of eight semester courses in philosophy above the basis and a thesis equivalent to one or two semester courses.

An oral examination on the material discussed in the thesis.



# PHYSICS

PROFESSOR:	JESS J. JOSEPHS, PH.D.
ASSOCIATE PROFESSORS:	MELVIN S. STEINBERG, PH.D. **W. BRUCE HAWKINS, PH.D., <i>Chair</i> ELIZABETH S. IVEY, PH.D.
ASSISTANT PROFESSORS:	MALGORZATA ZIELÍNSKA-PFABÉ, PH.D. C. SEAN SUTTON, PH.D.

Students planning to major in physics are advised to elect both 115a and b and a course in mathematics in the freshman year.

- 100a *Principles of Physics*. An introduction to significant areas of physics (optics, electric circuits, heat, mechanics, and relativity), based on experimental inquiry, for students with or without a background in science. Examples taken from both biology and engineering; use of elementary algebra and trigonometry. A self-contained course for non-science majors. W 3:10, Th F 8:20; lab. T 1:10-4. Malgorzata Pfabé, Melvin Steinberg. (E)
- 115a *General Physics*. The concepts and relations describing light and motion of objects. Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors except by permission of the instructor. W Th 9:20, F 9:20-11:10; lab. M T or Th 1:10-4. Malgorzata Pfabé, Sean Sutton.
- 115b A continuation of 115a. Motion of objects, heat, electrical circuits, electro-magnetism, and waves. Prerequisite: 115a. W 3:10, Th F 8-9:10; lab. M T or Th 1:10-4. Malgorzata Pfabé, Sean Sutton.
- 201b *Microcomputers and Assembly Language*. Same as Computer Science 201b.
- 214b *Electricity and Magnetism*. Electric and magnetic fields. Laboratory work with electric circuits and electron physics. Occasional labs to be arranged. Prerequisite: 115a and b or the equivalent. M 11:20, T 10:20-12:10. W 10:20. Melvin Steinberg.
- 220a *Classical Mechanics*. Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115a and b. W F 11:20, Th 10:20-12:10. Bruce Hawkins.
- 222a *Relativity and Quantum Physics*. The special theory of relativity; particle and wave models of matter and radiation; atomic structure; an introduction to certain elementary concepts and methods of quantum mechanics useful in the study of atomic structure. Prerequisite: 115a and b. Lec. M 11:20, T 10:20-12:10, W 10:20; lab. F 1:10-4. Melvin Steinberg.
- 224a *Electronics*. A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115a and b. M T 1:10-4. Jess Josephs.
- 226a *Musical Sound*. The production of musical sound, psychological and physical aspects of musical hearing, pitch, loudness, and timbre. The voice, instruments of the orchestra, synthesized and electronic musical sound, acoustics of rooms and auditoria, and the recording and reproduction of sound. Designed for students with an interest in music. May be part of a physics major with the addition of a special project. Lecture-demonstration: one two-hour laboratory experiment every other week. M 9:20-11:10, T 9:20, W 3:10. Jess Josephs.

## PHYSICS

- 236a *Light*. Reflection and refraction of light. Interference, diffraction, and polarization of light. Lasers and holography. Prerequisite: 115a and b. Offered in alternate years. Lec. W Th F 9:20; lab. T 1:10-4. Bruce Hawkins.
- 301a, 301b *Special Studies*. By permission of the department, for students who have had at least four semester courses in intermediate physics.
- 311a, 311b *The Teaching of Physics*. A one- or two-semester course for prospective teachers of secondary school physics. By permission of the department. Hours to be arranged. Members of the department.
- [322b *Modern Physics II*. Continuation of the study of atomic structure; molecular spectra; nuclear physics; elementary particles; the solid state. Prerequisites: 214b, 222a, and Mathematics 202a or b. Offered in alternate years. M T 8-9:10, W 8:20. Sean Sutton.]
- 334a *Electrodynamics*. The laws of electricity and magnetism; introduction to Maxwell's equations; electromagnetic waves. Prerequisites: 214b, 220a, and Mathematics 202a or b. W F 1:10, Th 2:10. Malgorzata Pfabé.
- 340b *Introduction to Quantum Mechanics*. The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisite: 220a, 222a, or permission of the instructor. W F 11:20, Th 10:20-12:10. Sean Sutton.
- 348b *Thermal Physics*. Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 220a, 222a, and Mathematics 202a or b. W F 1:10, Th 2:10. Malgorzata Pfabé.

## THE MAJOR

Advisers: Bruce Hawkins, Elizabeth Ivey, Malgorzata Pfabé, Melvin Steinberg, Sean Sutton.

Adviser for Study Abroad: Bruce Hawkins, first semester; Elizabeth Ivey, second semester.

Adviser for secondary school teaching: Melvin Steinberg.

Basis: 115a and b.

Requirements: eight semester courses, above the basis, including: 214b, 220a, 222a, and one of the following mathematics courses: 200b, 201a or b, 202a or b, or 222a. Two of the eight courses may be advanced courses in closely allied departments; at least one must be a 300-level physics course.

Students planning graduate study in physics are advised to include most of the following in their program: 322b, 334a, 340b, 348b.

Recommended courses: Chemistry 102a and b; Mathematics 204a.

Each student is expected to participate in a journal club during the first semester of the senior year. Students are advised to acquire facility in computer programming

and with machine-shop equipment. A non-credit shop course will be offered during the January Interterm.

HONORS

Director: Bruce Hawkins, first semester; Elizabeth Ivey, second semester.

Basis: same as that for the major.

501 *Thesis*.

Requirements: same as for the major plus an honors project and thesis (501) equivalent to two semester courses. An oral defense of the honors thesis.

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PORTUGUESE

See p. 200.

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PRE-MEDICAL AND PRE-HEALTH PROFESSIONAL PROGRAMS

See p. 59.

# PSYCHOLOGY

PROFESSORS:	ROBERT TEGHTSOONIAN, PH.D. J. DIEDRICK SNOEK, PH.D., <i>Chair</i> FRANCES COOPER VOLKMANN, PH.D. PETER BENEDICT PUFALL, PH.D.
ADJUNCT PROFESSOR:	JOAN E. MORGENTHAU, M.D.
ASSOCIATE PROFESSORS:	DONALD BALDWIN REUTENER, JR., PH.D. *JILL G. DE VILLIERS, PH.D. *PETER A. DE VILLIERS, PH.D. FLETCHER A. BLANCHARD, PH.D.
ASSISTANT PROFESSORS:	†GILBERT B. TUNNELL, PH.D. RANDY O. FROST, PH.D. LEANNA STANDISH, PH.D. DONNA KIYO NAGATA, PH.D. PATRICIA DI LORENZO, PH.D.
LECTURER:	STEVEN TRIERWEILER, PH.D.
RESEARCH ASSOCIATES:	JEAN CARL COHEN, PH.D. GEORGE M. ROBINSON, PH.D. MARTHA TEGHTSOONIAN, PH.D.

Unless otherwise indicated, 101a or b is prerequisite for every further course.

## INTRODUCTORY COURSES

- 101a *Introduction to General Psychology*. A survey with emphasis on fundamental principles of human and animal behavior. M T 9:20, W 8:20-10:10; M W 10:20, T 10:20-12:10; M W 11:20, T 10:20-12:10; M W 1:10, T 1:10-3; M W 2:10, T 1:10-3; W Th 10:20, F 10:20-12:10; W Th 11:20, F 10:20-12:10; W Th 1:10, F 1:10-3; W Th 2:10, F 1:10-3. Members of the department. Donald Reutener, *Director*.
- 101b A repetition of content of 101a. Self-paced instruction. Independent study and a sequence of unit tests (both oral and written). M 11:20, T 10:20-12:10, W 10:20; W F 11:20, Th 10:20-12:10. Members of the department. Robert Teghtsoonian, *Director*.
- 102a *Introduction to Experimental Psychology*. Application of the experimental method to problems in psychology. Basic experiments in human perception and learning; operant conditioning of non-human organisms. M W 2:10-4; T Th 2:10-4. Robert Teghtsoonian, *Director*.
- 102b A repetition of 102a. M W 1:10-3; M W 2:10-4; M W 7:30-9:30; T Th 10:20-12:10; T Th 1:10-3; T Th 2:10-4. Members of the department. Donald Reutener, *Director*.
- 103a *Statistical Methods in Psychology*. Elementary descriptive and inferential statistics as applied to psychological problems. Enrollment limited to 40. Prerequisite: 101a or b or permission of the instructor. M 11:20, T 10:20-12:10, W 10:20. One recommended laboratory chosen from W 12:50-2, W 2:10-4, Th 10:20-12:10, Th 12:50-2, Th 3:10-5. Fletcher Blanchard.



- 103b A repetition of 103a. W Th 9:20, F 9:20-11:10. One recommended laboratory hour chosen from Th 8:20, 10:20, 11:20, 3:10, or F 8:20. Peter Pufall.

## A. GENERAL COURSES

- 203a *Advanced Research Design and Statistical Analysis*. A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Special emphasis placed on the research interest of the class members. Prerequisites: 103a or b or SOCIAL SCIENCE 190a or b, and 102a or b or permission of the instructor. M T 2:10-4. Fletcher Blanchard.
- [209a *Theories and Systems in Psychology*. Consideration of problems in psychology, including their historical background, theoretical and systematic approaches, and contemporary formulations. M 11:20, T 10:20-12:10, W 10:20. Peter Pufall and Peter de Villiers.]
- 276b *Psychology of Women*. Exploration of the existence, origins, and implications of the behavioral similarities and differences between women and men. Topics include sex role stereotypes and sex role development, cross-cultural findings, menstruation, menopause, androgyny, sexism, and the effect of sex roles on women's self concept, mental health, sexuality, and marital and occupational status. M T Th 12:50-2, W 2:10 at the option of the instructor.
- 320a *Seminar in Environmental Psychology*. Consideration of a wide variety of person-environment interactions, including how the environment is perceived and evaluated, how architectural design controls and constrains behavior, and the effects of human behavior on the nature and quality of the environment. Some background in psychology or some other field related to environmental studies is preferred. Th 10:20-12:10. Robert Teghtsoonian. (E)

## B. PSYCHOLOGICAL PROCESSES

- 210a *Motivation and Emotion*. Major theoretical viewpoints related to the causes of behavior, including motivation and emotion as correlates of instinct, physiological need and drive, reinforcement, and incentive stimulation. Historic roots of current developments, contemporary human and animal research, and problems related to each theory. Specific topics include: aggression, achievement, stress, and development. W F 11:20, Th 10:20-12:10. Donald Reutener.
- [214b *Comparative Psychology*. Study and comparison of animal behavior, with emphasis on the processes and mechanisms of discrimination, motivation, and modifiability of behavior in lower animals as related to the understanding of these in man. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 12. Lec. and lab. M T 2:10-4. Donald Reutener.]
- 216b *Perception*. Directed reading, discussion, and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch, and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite:

## PSYCHOLOGY

- 102a or b or permission of the instructor. Enrollment limited to 16. Lec. and lab. M T Th 12:50-2. Robert Teghtsoonian.
- 218b *Cognitive Psychology*. Theory and research on current topics in cognition, including attention, concept formation, imagery, memory, and decision-making. Experiments conducted in several of these areas. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16. Lec. and lab. W 3:10, Th 2:10-4; additional lab. hours to be arranged. Jill de Villiers and Peter de Villiers.
- [219a *Learning*. Basic concepts and empirical findings in conditioning and learning. Behavioral, cognitive, and developmental approaches to learning, with emphasis on the integration of research with human and non-human subjects. Basic research emphasized, although application of this knowledge in areas such as education and psychopathology also considered. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16. Lec. and lab. W F 12:50-2, Th 2:10. Peter de Villiers.]
- 221b *Language*. Same as PHILOSOPHY AND PSYCHOLOGY 221b. See Inter- and Extra-departmental Courses, p. 214.
- 224b *Behavior Change: Methods, Theory, and Practice*. A systematic examination of principles of behavior relevant to current procedures for the establishment, maintenance, and modification of complex human behavior. While the emphasis is distinctly on a functional analysis of human behavior, empirical research with animals is considered as it relates to theoretical issues. Laboratory and directed practicum projects. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16. Lec. and lab. M 11:20, T 10:20-12:10, W 10:20. Peter de Villiers.
- [312a *Seminar in Contemporary Behavior Theory*. A study of those points of view which emphasize the importance of behavior as the principal subject matter of psychology. Following a review of the origins and development of this approach, the principal topic is a study of the work and influence of B. F. Skinner. Both laboratory principles and practical applications considered. Th 10:20-12:10. Robert Teghtsoonian.]
- 314b *Seminar in Foundations of Behavior*. Topic for 1983-84: Work Motivation. Various theories of work motivation which concern the behavior of workers over time (e.g., a career). Particular attention to identifying and understanding those conditions which influence the energization, direction, and maintenance of behaviors relevant in work or career settings. Prerequisite: 210a, 224b, 278b or permission of the instructor. M 2:10-4. Donald Reutener.

## C. PHYSIOLOGICAL PSYCHOLOGY

- 211a *Physiological Psychology I*. Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal, and neurochemical bases of behavior in both normal and clinical examples. Major topics include sensory, motor, regulatory, emotional, sexual, and linguistic behavior,

with special emphasis on the physiological bases of learning. Prerequisite: 101a or b, or Biological Sciences 101a or b. W F 11:20, Th 10:20-12:10, F 2:10 at the option of the instructor. Leanna Standish.

- [212b *Developmental Psychobiology*. Effects of genetic and early environmental influences on the development of sensory and motor systems, biochemical mechanisms, and complex behavioral functions. A partial list of topics includes effects of drugs and hormones, sensory deprivation, malnutrition, and social isolation and enrichment. Concepts of plasticity and critical periods in neural, biochemical, and behavioral development. Prerequisite: 211a, Biological Sciences 101a or b, or permission of the instructor. W F 12:50-2. Frances Volkmann.]
- 311a *Physiological Psychology II*. First semester of advanced one-year laboratory course. Topics include neuroanatomical and neurophysiological substrates of sensation and perception, coordinated movement, and consciousness and attention. Prerequisites: 102a or b, 211a, and Biological Sciences 101a or b, or permission of the instructor. Enrollment limited to 16. Lec. W 9:20, Th 8:20-10:10; lab. F 8:20-11:10. Patricia Di Lorenzo.
- 311b A continuation of 311a. Topics include neuroanatomical and neurophysiological substrates of language, and biochemical and cellular substrates of regulatory mechanisms, mental disorders, and learning. Prerequisite: 311a. Lec. W 9:20, Th 8:20-10:10; lab. F 8:20-11:10. Leanna Standish.
- 316b *Seminar in Biopsychology*. Advanced study of selected brain-behavior relations. May include lecture-discussions and seminars; also laboratory work or field trips where appropriate. Prerequisite: 211a, 214b, or permission of the instructor. M 7:30-9:30. Patricia Di Lorenzo.

## D. DEVELOPMENTAL PSYCHOLOGY

Director of the Child Study Committee: Peter Pufall.

- 233a, [233b] *Child Psychology*. A review of theory and research on the development of social, cognitive, and symbolic functioning in children. Developmental patterns in each area examined with respect to biological, familial, and cultural influences. W F 1:10, Th 2:10. Peter Pufall.
- 235b *Experimental Study of the Behavior of Children*. An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas of child psychology. Areas include, among others, conceptual learning and cognitive development, spatial perception and representation, sex differences and sex roles. Prerequisites: 102a or b and 233a or b, or permission of the instructor. Enrollment limited to 16. Lec. and lab. M T W 8:20, W 2:10 at the option of the instructor. Peter Pufall.
- 238a *Educational Psychology*. Same as Education & Child Study 238a.



## PSYCHOLOGY

- 241b *Psychology of Adolescence*. Problems of role and identity in relation to adolescents' needs for acceptance, autonomy, and intimacy. W F 11:20, Th 10:20-12:10. Diedrick Snoek.
- 243a *Adult Development*. The study of lives from a life-cycle perspective, with special emphasis on the adult lives of women as compared to men. Topics include psychological theories of life-cycle, longitudinal and psycho-biographical approaches, career developments, friendship and love relationships, pregnancy and parenthood, retirement and old age. W Th 9:20, F 9:20-11:10. Diedrick Snoek.
- 333a *Seminar in Child Psychology*. Examination of arts, fantasy, and play in the context of social, personal, and cognitive development. Prerequisite: 233a or b or permission of the instructor. T 2:10-4 and one hour to be arranged. Peter Pufall.

### E. PERSONALITY AND CLINICAL PSYCHOLOGY

- 250b *Psychology of Personality*. The study of the origin, development, structure, and dynamics of personality from a variety of theoretical perspectives. W Th 9:20, F 9:20-11:10. Steven Trierweiler.
- 252a *Abnormal Psychology*. A study of neuroses, psychoses, and other personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. M 11:20, T 10:20-12:10, W 10:20. Donna Nagata.
- 254a *Clinical Psychology*. An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention to the assessment and treatment of psychopathology and evaluation of the success of psychological interventions. Prerequisite: 250b or 252a. M 9:20-11:10, T 9:20. Randy Frost.
- [255b *Personality Assessment and Research*. An introduction to techniques in personality measurement and experimentation. The use of personality scales, behavioral observation, projective techniques, and interviews in the design of personality research. Prerequisite: 102a or b, 250b, or permission of the instructor.]
- [257b *Assessment of Intelligence and Personality*. Fundamentals of testing including historical origins and purposes, the application of psychometric principles to test construction and validation, and test administration, scoring, and interpretation. Standardized tests of intelligence and personality inventories examined, with emphasis on appropriate uses of tests in education, research, industry, and counseling. Prerequisite: 103a or b or permission of the instructor. Lec. and lab. W Th 9:20, F 9:20-11:10. Gilbert Tunnell. (E)]
- 258b *Experimental Investigation in Clinical Psychology*. Examination of experimental research methodology in clinical psychology and psychopathology. Topics include therapy outcome research, clinical analogue research, and experimen-



tal models of psychopathology. Prerequisite: 102a or b, 252a, or 254a. M 9:20-11:10, T 9:20. Randy Frost.

335b *Seminar in the Clinical Study of Children*. Clinical approaches to the understanding and treatment of the individual child. Areas include emotional problems of the normal child as well as serious psychopathology; evaluative and therapeutic procedures utilized with children. Prerequisites: 233a or b, 250b, and 252a. M 2:10-4. Donna Nagata.

[350a *Seminar in Personality*.]

352b *Seminar in Advanced Abnormal Psychology*. Examination of community mental health and community psychology approaches to conceptualizing and treating mental health problems. Prerequisite: 252a. T 2:10-4. Donna Nagata.

354a *Seminar in Clinical Psychology*. Topic for 1983-84: Current Theory and Research on Depression and Affective Disorders. Various theoretical viewpoints, including psychoanalytic, behavioral, and cognitive-behavioral. The relationship between depression, depressed moods, and normal states of sadness. Prerequisite: 252a or 254a or permission of the instructor. Th 3:10-5. Randy Frost.

[376b *Women and Mental Health*. (E)]

## F. SOCIAL PSYCHOLOGY

270b *Social Psychology*. The study of social behavior considered from a psychological point of view. Topics include: small group behavior, interpersonal attraction, prosocial behavior, person perception, attitude acquisition and change, leadership, conformity, aggression, and prejudice. M 11:20, T 10:20-12:10, W 10:20 at the option of the instructor. Fletcher Blanchard.

[272a *Experimental Study of Social Behavior*. An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected, current research problems concerning social behavior. Prerequisites: 102a or b and 270b, or permission of the instructor. Enrollment limited to 16. Lec. and lab. M T 2:10-4. Fletcher Blanchard.]

[274a *Psychology of Attitudes and Opinions*. Consideration of the formation and change of beliefs, attitudes, and values as a function of personal experience, interpersonal influence, and mass communications. Prerequisite: 270b.]

278b *Behavior in Organizations*. The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. Th F 8-9:10. Diedrick Snoek.

370b *Seminar in Social Psychology*. Topic for 1983-84: Social Psychology of the Judicial Process. Consideration of the behavior of attorneys, judges, defendants, and jurors from a social psychological perspective. Prerequisite: 270b or permission of the instructor. T 2:10-4. Fletcher Blanchard.

301a, 301b *Special Studies*. By permission of the department, for qualified junior and senior majors.

## PSYCHOLOGY

### THE MAJOR

Advisers: members of the department.

Adviser for Study Abroad: Peter de Villiers.

Basis: 101a or b, 102a or b, and 103a or b.

Requirements: ten semester courses including the basis. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas as well as adequate depth in at least one area. In constructing a major program adequate depth is considered to be achieved by selecting three courses in one of the five areas B-F, and sufficient breadth by selecting at least one course from each of three additional areas of the six areas A-F.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or para-professional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

### HONORS

Director: Fletcher Blanchard.

Basis: 101a or b, 102a or b, 103a or b, and one other semester course.

501, 501a *Thesis*.

Requirements: ten semester courses including the basis. Further requirements include the following: a thesis equivalent in credit to either one or two semester courses; special honors examinations. It is recommended that students elect a laboratory course or seminar in the area of the thesis topic prior to the senior year.

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### NEUROSCIENCE

Students interested in neuroscience are urged to major in either biological sciences or psychology. These students should consult Richard Olivo (Biological Sciences), Margaret Olivo (Biological Sciences), Donald Reutener (Psychology), or Leanna Standish (Psychology) early in their college careers.

INTERDEPARTMENTAL PROGRAM  
IN  
PUBLIC POLICY

RANDALL BARTLETT, PH.D., *Associate Professor of Economics and Director of the Program in Public Policy*

Advisers: Donald Baumer (Government), \*John Burk (Biological Sciences), \*\*Allen Curran (Geology), Donna Divine (Government), Andrew Zimbalist (Economics).

The Program in Public Policy is intended as an interdisciplinary complement to departmental majors. Students may not major in public policy but may use the program to expand the scope of study in their regular major. It is intended to permit the direct application of various methods of analysis to significant issues of social policy.

Students intending to receive certification of completing the program should take 220b (formerly 200b) in the sophomore year.

- 220b *Public Policy Analysis*. Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also ones whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. Prerequisites: Economics 150a or b, one course in American government, and SOCIAL SCIENCE 190a or b. W Th F 9:20. Donald Baumer (Government).
- 251a *Energy: Science and Politics*. An examination of basic energy concepts and issues from both a scientific and political/economic standpoint. Current and future energy policies analyzed from an interdisciplinary perspective. Course-work includes field trips to local nuclear and coal-burning power plants, computer-aided analysis of energy problems, and contact with government officials involved in formulating energy policies. Prerequisite: 220b (formerly 200b) or permission of the instructors. W F 11:20, Th 10:20. John Brady (Geology) and Donald Baumer (Government). (E)
- 252b *Science, Technology, and Public Policy*. Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management. Colloquium limited to 25. Prerequisites: 220b (formerly 200b) and two semesters of science (physics, chemistry, biology, or geology) or permission of the instructors. Stanley Rothman (Government) and Stylianos Scordilis (Biological Sciences). (E)
- 255b *Education and Public Policy*. An examination of the ways in which education promotes and inhibits social change and an analysis of the attendant public policy debates. Topics include the relation of education to skill acquisition, economic growth, social mobility, sexism, racism, and the distribution and use of political power. Prerequisite: 220b (formerly 200b) or permission of the instructors. W 7:30-9:30. Susan Carter (Economics) and Richard Fantasia (Sociology and Anthropology). (E)

## PUBLIC POLICY

301a, 301b *Special Studies*. By permission of the director.

[303b *Public Policy for Marine and Coastal Resources*. The nature and occurrence of biologic and mineral marine resources, coastal marine resources, the coastal environment, and an analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biologic nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues. Prerequisite: 220b (formerly 200b) or permission of the instructors. Lec. M 11:20, T 10:20-12:10, W 10:20. John Burk (Biological Sciences), Allen Curran (Geology), Peter Rowe (Government). (E)]

390b *Senior Public Policy Workshop*. An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups which recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in Public Policy. Th 7:30-9:30. Randall Bartlett. (E)

## THE PROGRAM

Completion of the program requires 220b (formerly 200b), two Public Policy electives, two courses from existing departmental offerings which have a substantial policy content, and 390b.



## RELIGION & BIBLICAL LITERATURE

PROFESSORS:	*STEN HAROLD STENSON, PH.D. BRUCE THEODORE DAHLBERG, B.D., PH.D. JOCHANAN H. A. WIJNHOFEN, PH.D., <i>Chair</i> TAITETSU UNNO, PH.D. ROBERT MITCHELL HADDAD, PH.D. **THOMAS SIEGER DERR, JR., B.D., PH.D. †D. DENNIS HUDSON, PH.D. KARL PAUL DONFRIED, DR. THEOL.
ASSOCIATE PROFESSOR:	**JEAN HIGGINS, PH.D.
LECTURERS:	QUENTIN QUESNELL, S.S.D. JOHN W. BETLYON, PH.D. <sup>2</sup> SUSAN NIDITCH, PH.D. <sup>1</sup> INDIRA V. PETERSON, PH.D. <sup>2</sup> IRVEN RESNICK, PH.D.
ADA HOWE	
KENT LECTURER:	<sup>2</sup> MARYLIN MARTIN RHIE, PH.D.

*Colloquia* are primarily reading and discussion courses limited to 25 students.

### 100-LEVEL COURSES

- 101a *Religion as a Human Experience*. Interpretations of religion by its exponents and critics in theology, philosophy, literature, and the social sciences. Readings from Graham Green, C. G. Jung, C. S. Lewis, Paul Tillich, Elie Wiesel, and others. Lecture followed by discussion M 9:20-11:10. Additional one-hour discussion section T 9:20. Members of the department. Thomas Derr, *Director*.
- 103b *Judaism, Christianity, and Islam*. An introduction to the monotheistic traditions of Middle Eastern origin: their faith, practice, and interaction. Lec. M T 9:20; discussion sections M 10:20. Occasional films. Members of the department. Bruce Dahlberg, *Director*.
- [104a *Eastern Religious Traditions*. Great religious leaders and texts of the non-Western world in their cultural contexts, e.g., Chinese, Buddhist, and Hindu traditions. Some attention given to beliefs and rituals as expressed in art and architecture. M T W 8:20. Members of the department. Taitetsu Unno, *Director*.]
- 110b *Thematic Studies in Religion*. Directed discussion of themes and approaches to the study of religion.
- A. *Religion in Folklore, Ancient and Modern*. Introduction to the mechanics of oral literature in both ancient and modern settings. Readings include a Canaanite cosmogony, Babylonian creation epics, Hesiod's *Theogony*, *The Nibelungenlied*, *Arthurian Romances*, and examples of Western and science fiction. T 2:10-4 and one hour to be arranged. John Betlyon.
- [B. *Jewish-Christian Relations*. An introductory survey focusing on the major stages in the development of Jewish-Christian relations: the changing religious perspectives of each community; the varieties of interaction includ-

## RELIGION & BIBLICAL LITERATURE

- ing conversion, disputation, persecution, assimilation, encounter. M 1:10-4. Dennis Hudson and Jochanan Wijnhoven.]
- [C. *Poetry as Contemplation*. The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist, and Buddhist ideas on such topics as language and reality, discursive and non-discursive thinking, self and world, and nature as revelation. F 2:10-4 and one hour to be arranged. Taitetsu Unno.]
- D. *Jesus, Politics, and Society*. A study in the message and purpose of Luke-Acts. A survey of Luke's portrayal of Jesus' social and political attitudes in light of the religious, political, and economic milieu of the New Testament period. W 7:30-9:30. Karl Donfried.
- E. *Feminine Myths, Images, and Symbols*. A study of the portrayal of women in Jewish and Christian traditions. Readings include Biblical and apocryphal texts, Rabbinic legal (*halakhik*) and non-legal (*aggadic*) material, biographies of saints, selections from the Church Fathers, and soundings in modern folk literature. M 2:10-4. Susan Niditch.
- 185 *Biblical Hebrew*. Introduction to the Hebrew language. Elements of grammar with readings from the Hebrew Scriptures. Offered in alternate years. Alternates with 285a and b. Th 3:10-5. Jochanan Wijnhoven.
- 188a *Sacred Texts from Music and Art*. The texts of selected religious songs, carols, and chants from the medieval, renaissance, and reformation periods. Iconographic and ornamental religious texts from paintings, frescoes, and woodcuts of the same periods. The spirituality, devotion, and popular theology of the thought world they reveal. Texts translated from the original Latin, French, or German; knowledge of these languages helpful but not necessary. Th 3:10-5. Quentin Quesnell.

### 200-LEVEL COURSES

No prerequisites unless specified.

- 210a *Introduction to the Bible, I*. The Hebrew Scriptures (Old Testament). The religion of ancient Israel—its story, law, and myth; the great prophets; the Wisdom tradition; apocalyptic; the Psalms. M T W 8:20. Bruce Dahlberg.
- 220b *Introduction to the Bible, II*. The literature of the New Testament in the context of its first century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community. T 2:10-4, Th 2:10. Karl Donfried.
- [222c *Excavation of Tell el-Hesi in Israel*. Basic training in archaeological field techniques, with particular attention to Palestine in the Biblical period. Previous archaeological experience not expected; admission is by application to the instructors. Fee extra. Bruce Dahlberg, Jochanan Wijnhoven, John Betlyon, and members of the Joint Expedition Consortium Institutions.]

## RELIGION & BIBLICAL LITERATURE

- 225a *The Mediterranean World of the Early Christian Apostles.* The integration of Biblical and historical studies, geographical setting, and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus, and Rome. The relevance of non-literary sources for the study of the New Testament, with particular reference to the Pauline letters and the book of Acts. Illustrated lectures. T 4:10, Th 3:10-5. Karl Donfried.
- 230a *History of Christian Thought, I.* The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism, and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians, and the beginnings of Medieval Christianity. T 2:10-4, Th 2:10. Karl Donfried.
- 231a *History of Christian Thought, II.* A survey of the theology and history of the Orthodox, Monophysite, and Nestorian churches of the East from their origins into the modern era, with special emphasis upon their interaction with one another, with Islam, and with the churches and secular ideologies of the West. W Th F 11:20, Th 10:20 at the option of the instructor. Robert Haddad.
- 232b *History of Christian Thought, III.* An historical survey of religious life and thought from 1100-1800. Changing understanding of God, self, and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic Reformations, the rise of modern science, the philosophic systems of the seventeenth century, and into the Enlightenment. T Th 12:50-2. Irven Resnick.
- 235a *The Jews of the Middle Ages.* Confrontation of Judaism with Christianity and Islam in the Medieval period. Medieval Jewish philosophy and mysticism. Th 10:20-12:10, F 11:20. Jochanan Wijnhoven.
- [236a *The Emergence of Contemporary Judaism.* Moses Mendelsohn; enlightenment and Judaism. Hasidism. The Jewish emancipation and liberalism. The rise of Reform. Zionism and modern anti-Semitism. Rosenzweig, Buber, and contemporary trends in Judaism. Offered in alternate years. Th 10:20-12:10, F 11:20. Jochanan Wijnhoven.]
- [237b *Religion in America.* Religious thought and institutions, and their influence on American culture. Major denominations and thinkers from the seventeenth century to the present. T 10:20-12:10, W 10:20. Thomas Derr.]
- 240a *Introduction to Theology and Contemporary Christian Thought.* Old questions and some new answers about God and Christ, sin and salvation, mysteries and sacraments, time and eternity. New questions from liberation theology, feminist theology, evangelical theology, and others. Leading men and women theologians on the contemporary scene. M 12:50-2, W 2:10. Quentin Quesnell.
- [245a *Theological Themes in Fiction and Fantasy.* An introduction to theological themes through the medium of imagination. Theoretical basis for this approach in a sacramental universe. Concrete illustrations in film and in read-



## RELIGION & BIBLICAL LITERATURE

- ings from storytelling theologians and theologically illuminating storytellers. Kafka, Böll, Bergman, C. S. Lewis, Flannery O'Connor, Eliot, Shusaku Endo, Wiesel, Welty, Faulkner. M W 12:50-2. Jean Higgins.]
- 250a *Social Ethics, I.* Religion as a basis for social ethics. Natural law and situational morality; love, justice, and punishment; sexuality, marriage, and divorce; population control; death and dying; abortion, genetic control, and other topics in medical practice; race relations. Th 10:20-12:10, F 11:20. Thomas Derr.
- [250b *Social Ethics, II.* The bearing of religious ethics on the understanding of the state, the economic order, and international affairs. Power, violence, and vengeance; revolution and order; civil disobedience; human rights; liberation theology and marxism; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty. Th 10:20-12:10, F 11:20. Thomas Derr.]
- 252a *Theological Ethics: Dilemmas of Decision in Contemporary Literature.* Critical moral issues found in novels and plays examined in relationship to basic theological themes of self-love and other-love, sin and moral impotence, experience of grace, the claims of law, revelation, and tradition. Readings from Dostoevsky, Silone, D. Lessing, Murdoch, F. O'Connor, L. Hellman, Salinger, H. Richard Niebuhr, Häring, S. Weil, and Bonhoeffer. T Th 12:50-2. Quentin Quesnell.
- [255b *Sociology of Religion.* Same as Sociology 255b.]
- [260a *Philosophy of Religion.* Problems and proposed solutions regarding the nature of religious meaning, evidence, truth. Examples of historic philosophies of religion. The relation of religion to science and to other forms of knowledge. The function of myth, liturgy and other kinds of religious expression. T 10:20-12:10, W 10:20. Sten Stenson.]
- 260b *Psychology of Religion.* The nature of religious consciousness. A study of classic and contemporary authors such as James, Freud, Jung, Fingarette, Erikson, Becker, and others. T 2:10-4. Sten Stenson.
- [261a *Religion, Science, and Technology.* Same as RELIGION AND SOCIOLOGY 261a. See Inter- and Extra-departmental Courses, p. 214.]
- [269a *Phenomenology and Existentialism.* An historical introduction to phenomenology and existentialism and to certain topics regarding consciousness, intentionality, transcendence, and other existential categories. Readings in such authors as Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Jaspers, Marcel, and others. Sten Stenson.]
- 270a *Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500.* An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita, and others. M 9:20-11:10, T 9:20. Indira Peterson.



## RELIGION & BIBLICAL LITERATURE

- [270b *Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present*. An introduction to the religious thought of Sankara, Ramanuja and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna, and others. M 11:20, T 10:20-12:10, W 10:20. Dennis Hudson.]
- 271a *Buddhist Thought, I*. Enduring patterns of Buddhist thought concerning the interpretations of man, life, world, nature, good and evil, love, wisdom, time, and enlightenment in the religious, philosophical, and ethical teachings of Buddhism in India, China, and Japan. M 11:20, T 10:20-12:10. Taitetsu Unno.
- [271b *Buddhist Thought, II*. Analysis of the interaction among philosophical ideas, religious practices, and socio-historical forces in the formation of the Mahayana schools of East Asia. Discussion of principal teachings and their impact on Chinese and Japanese civilization. Th 9:20, F 9:20-11:10. Taitetsu Unno.]
- 274b *Japanese Buddhism and Japanese Art*. Major historical developments in Japanese Buddhism, beginning in the sixth century, and its expressions in architecture, sculpture, and painting. Readings of Buddhist texts in translation and study of the principal ideas of Sanron, Hosso, Kegon, Shingon, Tendai. Pure Land and Zen schools as they relate to diverse artistic achievements. F 1:10-4. Taitetsu Unno and Marylin Rhie. (E)
- 275b *Islam*. Sources and development; the Prophet, the Qur'an, law, theology, philosophy, mysticism, and the nature of political authority. Contemporary Islam in the Middle East, India, and Africa. W Th F 11:20. Th 10:20 at the option of the instructor. Robert Haddad.
- [285a *Hebrew Religious Texts*. Readings with introduction and discussion of Hebrew texts from the Prophets, the Dead Sea Scrolls, and the Mishnah. Prerequisite: 185 or permission of the instructor. Alternates with 185. Th 3:10-5. Jochanan Wijnhoven.]
- [285b *Hebrew Religious Texts*. Selections from medieval Jewish philosophy, mysticism, and poetry (Maimonides, Judah ha-Levi, and others). Prerequisite: 185 or permission of the instructor. Alternates with 185. Jochanan Wijnhoven.]
- 287b *Greek Religious Texts*. Reading and discussion of New Testament texts in the original. Prerequisite: Greek 111 or the equivalent. Th 3:10-5 and one hour to be arranged. Karl Donfried.

### 300-LEVEL COURSES

No prerequisites unless specified.

- [300b *Comparative Religion Colloquium*.]
- 311b *Issues in Biblical Interpretation (colloquium)*. Changing views of the authority of Scripture for faith and practice. Ancient and modern ways of interpreting the text. Readings in classical and contemporary writings on the study of the

## RELIGION & BIBLICAL LITERATURE

- Bible. Effect of scholarship on devotional and liturgical use of Scripture. Ideological critiques of the Bible in Black Liberation, Feminism, Marxism, and other movements. M 2:10-4. Bruce Dahlberg.
- 312a *Archaeology and the Bible (colloquium)*. Archaeology as a research tool of the historian and Biblical scholar. Methods of excavation; evaluation and dating of artifacts. Illustrated lectures; discussion of selected field reports and related literature from major excavation sites. Implications for understanding Biblical history and religion. T 2:10-4. Bruce Dahlberg.
- [320a *New Testament (colloquium)*.]
- [330b *Historical Theology (colloquium)*. Religious expression in the Renaissance. Changing perceptions of self, cosmos, and the divine in literature, art, and music of the period 1300-1600. Representative figures include Dante, Julian of Norwich, Petrarch, Catherine of Siena, Jan van Eyck, Nicolas of Cusa, Leonardo da Vinci, Copernicus, Michelangelo, John of the Cross, Palestrina, and John Donne. T 2:10-4. Jean Higgins.]
- [333b *Theological Tendencies in Early Christianity (colloquium)*. Augustine, the first modern man? A survey of key concepts in the theology of Augustine, with particular emphasis on his understanding of man and political reality. T 2:10-4. Karl Donfried.]
- [340a *Issues in Theology (colloquium)*.]
- [352b *Problems in Social Ethics (seminar)*.]
- 353a *Medical Ethics (seminar)*. The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans, and other issues. M 7:30-9:30. Thomas Derr.
- [360b *Phenomenology of Religion (colloquium)*. Varieties of religious experiencing. The essence and manifestation of the Sacred. A cross-cultural and phenomenological study of religious consciousness. M 9:20-11:10, T 9:20. Sten Stenson.]
- [370b *Hindu Religious Traditions (colloquium)*.]
- 371b *Problems in Buddhist Philosophy (seminar)*. Topic for 1983-84: Nihilism, Emptiness, and Grace. T 2:10-4. Taitetsu Unno.
- 382b *Directed Readings in Religious Texts: Hebrew, Greek, or Latin*. Prerequisite: one of the following (or the equivalent): Greek 111; Latin 111; or Religion 185. Admission by permission of the instructor. Hours to be arranged. Jochanan Wijnhoven.

## SPECIAL STUDIES

- 301, 301a, 301b *Special Studies*. By permission of the department, for senior majors who have had four semester courses above the introductory level.

## RELIGION & BIBLICAL LITERATURE

### GRADUATE

Adviser: Bruce Dahlberg.

480a, 480b *Advanced Studies.*

485, 485a, 485b *Research and Thesis.* 485a or 485b may be taken for double credit.

In addition to the eight courses and thesis required by the college rules for the Master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

### THE MAJOR

Advisers: members of the department.

Adviser for Study Abroad: John Betlyon.

Requirements: ten semester courses, including at least one from each of the following four groups: 210a, 220b (Biblical Studies); 230a, 231a, 232b, 235a, 236a (Western Religious Traditions); 270a, 270b, 271a, 271b, 275b (Eastern Religious Traditions); and 240a, 245a, 250a, 250b, 260a, 260b (Contemporary Religious and Ethical Thought). Not more than two 100-level courses can be counted toward the major, except that beginning language courses in the department may be counted above the limit of two. Related courses outside the department may be counted toward the major only with the approval of the department.

### HONORS

Director: Bruce Dahlberg.

501 *Thesis.*

Requirements: same as for the major and a thesis (501) equivalent to two semester courses, normally written in both semesters of the senior year, with an oral examination on the thesis. In special cases the thesis may be written in the first semester of the senior year.

## RUSSIAN LANGUAGE & LITERATURE

PROFESSOR: MARIA NĚMCOVÁ BANERJEE, PH.D.  
ASSOCIATE PROFESSORS: IGOR ZELLJADT, M.A.  
ALEXANDER WORONZOFF, PH.D., *Chair*

### A. LANGUAGE

- 101 *Elementary Course*. Four class hours and laboratory. M T Th F 9:20. Igor Zelljadt.
- 102 *Intermediate Course*. General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 101 or the equivalent. W F 11:20, Th 10:20-12:10. Alexander Woronzoff.
- [111b *Intensive Course*. Seven class hours and laboratory work. M T W Th F 1:10 and two hours to be arranged. *Three semesters' credit*.]
- 231a *Advanced Course*. Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 102 or 111b or permission of the instructor. W Th F 11:20. Alexander Woronzoff.
- 231b *Advanced Course*. A continuation of 231a, including extensive translation of current material from Russian to English and intensive practice in writing. Prerequisite: 231a. W Th 9:20, F 9:20-11:10. Alexander Woronzoff.
- 338a *Studies in Language and Literature*. Advanced study of literary and non-literary texts, with emphasis on written Russian. Prerequisite: 231b or permission of the instructor. Hours to be arranged. Igor Zelljadt.
- 338b *Studies in Language and Literature*. Advanced study of selected literary and non-literary texts, with emphasis on spoken Russian: discussion, conversation, oral reports. Prerequisite: 338a or permission of the instructor. Hours to be arranged. Igor Zelljadt.
- 343b *Seminar in the History of the Russian Language*. A survey of the origin and development of the Russian language, its sounds, vocabulary, and grammatical forms, from the beginning to the present. Lectures and analysis of selected, illustrative texts. Prerequisite: 231a and b or the equivalent, or permission of the instructor. Hours to be arranged. Igor Zelljadt.

### B. LITERATURE

- [226a *Readings in Nineteenth-Century Russian Literature*.]
- 226b *Readings in Twentieth-Century Russian Literature*. Topic for 1983-84: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. W F 1:10, Th 2:10. Alexander Woronzoff.
- 235a *Tolstoy*. In translation. M 9:20-11:10, T 9:20. Maria Banerjee.
- 235b *Dostoevsky*. In translation. M 9:20-11:10, T 9:20. Maria Banerjee.



## RUSSIAN LANGUAGE & LITERATURE

- [236a *Russian Drama*. In translation. Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov, and some recent works.]
- 237a *The Heroine in Russian Literature from "The Primary Chronicle" to Turgenyev's "On the Eve."* Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (eighteenth century), and the age of romantic realism. In translation. T 2:10-4, Th 2:10. Maria Banerjee. (E)
- 301, 301a, 301b *Special Studies in Language or Literature*. By permission of the department, for majors who have had four semester courses above the introductory level.
- [333a *Literature of the Nineteenth Century*. Development of Russian realism. Study of some typical works of Pushkin, Lermontov, Gogol, Turgenyev, Dostoevsky, Tolstoy, and Chekhov, with discussion of important trends in social and aesthetic ideas which they exemplify. In Russian. Admission by permission of the instructor. Prerequisite: 231a and b or the equivalent. Hours to be arranged. Igor Zelljadt.]
- [333b A continuation of 333a.]
- [337a *Russian Literature from 1880 to 1917: Modernism, Decadence, Symbolism (seminar)*. In translation. Prerequisite: 226b or one semester of an intermediate course in Russian literature. T 2:10-4. Maria Banerjee.]
- [340b *Russian Thought (seminar)*. In translation. Prerequisites: History 239b and 240b and one intermediate semester course in Russian literature and permission of the instructor. T 2:10-4. Maria Banerjee.]
- [342b *Soviet Russian Literature (seminar)*. In translation. Poems, plays, and novels of selected Soviet authors considered as works of literary art and as illustrations of the social, economic, and political conditions of the period. Prerequisite: 226b or one intermediate semester course in Russian literature. Alexander Woronzoff.]
- [346a *Pushkin and His Age (seminar)*. Conducted in English with reading in Russian. Prerequisites: three years of Russian or the equivalent, and permission of the instructor. T 2:10-4. Maria Banerjee.]

### THE MAJORS

Adviser for Study Abroad: Maria Banerjee.

### RUSSIAN LITERATURE

Advisers: members of the department.

Basis: 102, 226a or 237a, and 226b.

## RUSSIAN LANGUAGE & LITERATURE

Six required courses: 231a and 231b; History 239b and History 240b; two of the following: 235a, 235b, 236a.

Strongly recommended: 333a, 333b, 338a, 338b.

One required seminar: 337a or 340b or 342b or 343b or 346a.

### RUSSIAN CIVILIZATION

Advisers: members of the department, and Joan Afferica (History), Steven Goldstein (Government), Andrew Zimbalist (Economics).

Basis: 102, History 239b and History 240b.

Five required courses: 231a and 231b; two of the following: 226a, 226b, 235a, 235b, 236a, 237a; one of the following: Government 222b, Economics 209b.

Strongly recommended: 333a, 333b, 338a, 338b.

One required seminar: Government 325a or 347b or Economics 305a or History 339b; or 337a or 340b or 342b or 343b or 346a.

### HONORS

Director: Igor Zelljadt.

501a *Thesis. Double credit.*

#### *Russian Literature*

Basis: same as for Russian Literature major.

Required courses: same as for Russian Literature major. In addition, a thesis to count for two semester courses, written in the first semester of the senior year.

#### *Russian Civilization*

Basis: same as for Russian Civilization major.

Required courses: same as for Russian Civilization major. In addition, a thesis to count for two semester courses, written in the first semester of the senior year.

## SOCIOLOGY & ANTHROPOLOGY

PROFESSORS:	*PETER ISAAC ROSE, PH.D. MYRON GLAZER, PH.D., <i>Chair</i> **ELIZABETH ERICKSON HOPKINS, PH.D.
ASSOCIATE PROFESSORS:	JOAN LENNOX, M.S.S.W., M.F.A. WENDY GLASGOW WINTERS, PH.D. ARTHUR SHATTUCK PARSONS, M.C.P., PH.D.
ADJUNCT ASSOCIATE PROFESSOR:	MARTHA R. FOWLKES, PH.D.
ASSISTANT PROFESSORS:	PATRICIA Y. MILLER, PH.D. FRÉDÉRIQUE APFFEL MARGLIN, PH.D. RICHARD J. PARMENTIER, PH.D. RICHARD FANTASIA, PH.D.
LECTURERS:	<sup>2</sup> KATHERINE GABEL, M.S.W., J.D., PH.D. <sup>1</sup> GAIL HALL, PH.D. <sup>2</sup> CATHERINE K. RIESSMAN, PH.D.
CULPEPER FELLOW:	DONALD JORALEMON, PH.D.

### SOCIOLOGY

The prerequisite for all courses in Sociology is 101a or 101b, or permission of the instructor.

- 101a, 101b *Introduction to Sociology*. Perspectives on society, culture, and social interaction. Topics include: community, class, ethnicity, family, sex roles, and deviance. Colloquium format, meeting M 9:20-11:10, T 9:20; W 7:30-9:30 and one hour to be arranged; W 11:20, Th 10:20-12:10; Th 10:20-12:10, F 11:20. Members of the department. Myron Glazer, *Director*.
- 201a *Methods of Social Research*. An introduction to the logic and methods of social research, designed to develop skill in research design and techniques. SOCIAL SCIENCE 190a or b recommended but not required. M 2:10-4 and additional hours to be arranged. Patricia Miller.
- 202b *The Sociology of Everyday Life*. Exploration of sociological theories of the self and the social drama of everyday life. Readings emphasize the sociological study of everyday encounters and experiences, with special reference to the identities, interactions, and competing definitions of the situation concerning the nation's first toxic waste disaster at Love Canal, New York. M 2:10-4. Martha Fowlkes. (E)
- 203b *Knowledge and Society*. Same as Philosophy 203b.
- [211a *Deviant Behavior*. An exploration of theories of deviance and social disorganization, research studies, and literature aimed at understanding madness, drug abuse, rape, white collar crime, governmental deviance, homosexuality, and rebellion. Field work or library research is required. Optional use of documentary photography as an adjunct to field research. T 10:20-12:10, W 10:20. Patricia Miller.]
- 211b *Ethical Issues in Social Organizations*. Theories of deviance applied to the study of unethical practices and abuses of power in government, business,

## SOCIOLOGY & ANTHROPOLOGY

- and the professions. Whistle blowing, courageous behavior, and reactions to authority. Selected topics: the police, the C.I.A., the Pentagon, the Senate, and the nuclear-power, automobile, and other industries. W 11:20, Th 10:20-12:10. Myron Glazer.
- 212b *Class and Society*. An introduction to the principal sociological approaches to social inequality and fundamental methodological problems. Topics include Marxian class analysis, community stratification studies, prestige as a means of social control in diverse social settings, and the place of race and gender in systems of class and social status. W F 12:50-2. Richard Fantasia.
- 213b *Ethnic Minorities in America*. Social organization of a multi-racial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minority communities in different settings. M 9:20-11:10, T 9:20. Peter Rose.
- 215b *Criminology*. Analysis of theories and research on delinquency, crime, corrections, and criminal justice in American society, with particular emphasis on the relationship between social class and crime. Field work or library research is required. Optional use of documentary photography as an adjunct to field research. T 10:20-12:10, W 10:20. Patricia Miller.
- 216 *Social Work and Public Policy*. An examination of social work and other helping professions. Reciprocal roles, expectations, and behavior of professionals and clients. Field work in local agencies and institutions. Parallel readings in sociology of mental illness. Limited to 20 juniors and seniors. W 7-9:30. Joan Lennox.
- 217a *Aging and Death: A Culture and Personality Approach*. The process of aging and the meaning of death. Field work component required. W 2:10-4. Joan Lennox.
- 218a *Urban Sociology*. A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urbanization in the rise of industrial society, the city as a locus of various social relationships, and the contemporary urban crisis. Focus on the American city. Course materials drawn from a range of disciplines. Field work is encouraged. W F 12:50-2. Richard Fantasia.
- 219b *Medical Sociology*. An examination of health and illness, emphasizing socio-political context. The social causation of disease, medicalization of deviance, professional socialization, provider-consumer relationships, and the social organization of health care. Special emphasis on women's health. Readings include literary as well as theoretical sources. W 2:10-4 and one hour to be arranged. Catherine Riessman.
- 220a *Sociological Perspectives on Women and Work*. Examination and analysis of women's work roles, paid and unpaid, inside and outside the home. Special attention to options and limits for women's professional participation as a function of personal roles and relationships as well as institutional patterns of discrimination. T 2:10-4, Th 2:10. Martha Fowlkes.



- 224a *Family and Society*. A cross-cultural and interdisciplinary approach to the study of the family and related institutions. Specific attention to the role of mothers, wives, and children in the family, and to the social significance of romantic love in marriage and the family. M T 8-9:10. Arthur Parsons.
- [227b *Society and the Life Cycle*. An examination of *rites de passage* and the human life cycle. A review of sociological theories and an extensive study of the life cycle in traditional and modern societies. T 8-9:10, W 8:20. Arthur Parsons.]
- 250a *Theories of Society*. Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, and Durkheim, with emphasis on their theories of the development, structure, and consequences of capitalism and modern industrial societies. Open to seniors, juniors, and sophomores; all sociology and anthropology majors should take this course in the sophomore or junior year. M T 12:50-2, W 2:10. Arthur Parsons.
- [255b *Sociology of Religion*. Relation of religious organization and beliefs to social and cultural factors. Major sociological interpretations of religion. Selected problems in primitive and higher religions. W 11:20, Th 10:20-12:10. Arthur Parsons.]
- 305a *Qualitative Methods in the Study of Subcultures and Social Movements (seminar)*. Individual field research projects. Collection and analysis of life history, intensive interview and participant observation material. Th 3:10-5. Myron Glazer.
- 310b *Seminar on Problems of Scope and Method*. The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity, and courageous behavior. Th 3:10-5. Myron Glazer.
- 311b *Contemporary Sociological Theory*. Selected topics: structural analysis, functionalism, symbolic interaction, ethnomethodology, phenomenology, and game theory. The place of values in sociology. Prerequisite: 250a. Admission by permission of the instructor. Th 3:10-5. Arthur Parsons.
- [313a *Immigrants and Exiles*. Analyses of the history and demography of particular social groups. The politics of immigration. The resettlement and integration of refugees. Peter Rose.]
- 321b *Crime, Law, and Social Control (seminar)*. Institutional responses of the criminal justice system to juvenile and adult offenders, with examination of organizational developmental concepts as applied to institutional management. Students required to complete a field or other research project. M 2:10-4. Katherine Gabel.
- [322b *Seminar on Women*. The impact of class differences in family and community life on the development of modern feminism and, secondarily, anti-feminism. Approached through an investigation of different types of family structure, of the burdens of housework, the structure of domestic power, the forms of social control, and the place and meaning of love, intimacy, and sexuality in the marital relationship.]

## SOCIOLOGY & ANTHROPOLOGY

### ANTHROPOLOGY

Students are strongly encouraged to complete Anthropology 130a or b before enrolling in intermediate courses. Freshmen must have permission of the instructor for courses above the introductory level. Sociology 101a or b is not required for any anthropology course.

- 130a *Introduction to Cultural Anthropology*. The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious, and family structures, with examples from Africa, the Americas, and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. M 11:20, T 10:20-12:10, Richard Parmentier; W 11:20, Th 10:20-12:10, Frédérique Marglin.
- 130b A repetition of 130a. T 10:20-12:10, W 10:20, Richard Parmentier; W 11:20, Th 10:20-12:10, Frédérique Marglin.
- 131a *Human Evolution*. The physiological, social and ecological premises of human behavior. Primate ethology. The sociobiology of gender. The cultural and physical history of the hominid line from its initial appearance to the early empires in the Near East and the Americas. T 10:20-12:10, W 10:20, M 11:20 optional for films, Elizabeth Hopkins.
- [231b *Africa: A Continent in Crisis*. Traditional sub-Saharan societies and their transformation in modern Africa. The impact of imperial policy, the market economy, and Christianity on traditional institutions and values; the changing role of women, urbanization, ethnicity, and national identity. Th 3:10-5, Elizabeth Hopkins.]
- 232a *Political Anthropology*. Constraints and options in pre-industrial political systems. Theories of social control, male dominance, warfare, state formation, and empire. Nationalism, political change, and protest in non-Western societies. Particular emphasis on sub-Saharan Africa and native Americas. M 2:10-4, Elizabeth Hopkins.
- 234a *Culture and Communication*. The structure and function of meaningful discourse, artistic expression, and mass media in sociocultural context. Topics include the nature of human communication, multifunctionality of language, relationship between visual and auditory signs, and manipulation of consciousness by advertising and television. M 7:30-9:30, Richard Parmentier.
- 235a *Ritual and Myth*. Rituals of the life cycle such as birth, initiation, and death; particular attention to women's rituals. Relationship between myths and rituals. Comparison between myths and rituals in American culture and in other (non-Western) cultures. Field observation is encouraged. T 4:10, Th 3:10-5, Frédérique Marglin.
- [236a *Economic Anthropology*. Economic development. The point of view of the peasant. The roles and relations among culture, motivation, and market struc-

ture. Consideration of alternative strategies of development (capitalist vs. socialist, agriculture vs. industry, etc.).]

- [238b *Anthropology and Literature*. Examination of several modes of presenting and interpreting cultural traditions. Comparison of selected works of fiction and alternative styles of describing ethnographic experience. The problem of rendering accurately the experience of others. Frédérique Marglin.]
- 240b *History of Anthropological Theory*. The history of anthropological ideas from the Enlightenment to the present. Topics include social contract theory, social evolutionism, French and British structuralism, culture and personality, cultural materialism, cognitive anthropology, and symbolic anthropology. Prerequisite: 130a or b. M 9:20-11:10 and one hour to be arranged. Richard Parmentier.
- 241b *Development and Threatened Cultures*. The interaction between small-scale societies and the developing world. The cultural, political, and economic aspects of "modernizing" forces. Differential responses—from extinction to accommodation—are analyzed using selected case studies from different parts of the world. T 4:10, Th 3:10-5. Frédérique Marglin. (E)
- 242b *Psychological Anthropology*. The anthropological study of problems in psychological and psychiatric theory, including the nature of "primitive" thinking and the relationship between the individual and culture. Historical consideration of theoretical and methodological issues in psychological anthropology such as the mechanisms of cultural learning, the notion of psychological well-being of the individual, the cross-cultural handling of psychiatric disease, and the cultural determination of modes of thought. T 2:10-4 and one optional hour to be arranged. Donald Joralemon.
- 243b *Women and Sexuality: The Western and Hindu Traditions Contrasted*. The conceptualizations, imaging, and actualizing of female sexuality and fertility in the West and in Hindu India. Contemporary and historical periods examined through anthropological studies, literary texts, myths, rituals, and visual art. W 7:30-10. Frédérique Marglin.
- 245b *Language, Symbol, and Meaning*. The study of culturally created systems of meaningful signs and symbols. Focus on theoretical perspectives from structural linguistics, pragmatic philosophy, and functional aesthetics. Topics include the nature of the sign, the structure of semiotic codes, the relationship between linguistic and non-linguistic systems, and the analysis of poetry and visual art. M 7:30-9:30. Richard Parmentier.
- 248a *Medical Anthropology*. The influence of sociocultural institutions on disease frequency and distribution and the cultural management of states of disease in different societies. Ethnographic studies are considered with an eye to development of theory in medical anthropology. Special attention to the process by which conditions of ill-health are made culturally meaningful and to the role of the traditional healer. To be offered in 1983-84 only. Th 7:30-9:30. Donald Joralemon.



## SOCIOLOGY & ANTHROPOLOGY

250a *Theories of Society*. See listing under Sociology section.

331b *Seminar on Topics in Anthropology*. Topic for 1983-1984: Shamanism and Curing in South American Indian Societies. Introduction to the indigenous cultures of South America, with a focus on the social and ideological role of shamans in lowland societies. Consideration to shamanistic use of hallucinogens, the role of the shaman as "ecological broker," and the important political powers held by religious specialists. Th 7:30-9:30. Donald Joralemon.

[332b *Imperialism and Its Aftermath (seminar)*. The impact of European expansion since the sixteenth century: factors in the transformation or tenacity of traditional institutions and values, the dynamics of Third World urbanization, the changing role of women, mechanisms of protest. W 2:10-4. Elizabeth Hopkins.]

333a *Politics of the Supernatural (seminar)*. The exploration of the supernatural as an instrument of political action. Comparative survey of witchcraft, cults, and sectarian Christianity as vehicles of protest and change. Selected case studies from Africa, native Americas, Europe, and contemporary America. W 2:10-4. Elizabeth Hopkins.

## GENERAL COURSES

190a, 190b *Introduction to Statistics for Social Scientists*. Same as SOCIAL SCIENCE 190a, 190b. See p. 214.

[261a *Religion, Science, and Technology*. Same as RELIGION AND SOCIOLOGY 261a. See Inter- and Extra-departmental Courses, p. 214.]

350, 350a, 350b *Special Studies*. By permission of the department, for junior and senior majors.

## GRADUATE

450, 450a, 450b *Research and Thesis*.

451a, 451b *Special Studies* in such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.

## THE MAJORS

Advisers: In Sociology: Richard Fantasia, Myron Glazer, Patricia Miller, Arthur Parsons, Peter Rose.

In Anthropology: Elizabeth Hopkins, Frédérique Marglin, Richard Parmentier.

Advisers for Study Abroad: Frédérique Marglin, Arthur Parsons.

Requirements: ten semester courses above the basis:

- A. Sociology: 101a or b (basis), 250a, 310b or 311b, four intermediate courses in sociology and two additional courses in anthropology or sociology; the remaining two courses may be in the department or other departments in consultation



## SOCIOLOGY & ANTHROPOLOGY

with the adviser. Requirement of research may be met by submitting work from Sociology 201a, 305a, supervised projects conducted in other courses offering research opportunities, or independent work supervised by a member of the department.

- B. Anthropology: 130a or b (basis), 240b, 250a, three additional intermediate courses in anthropology, one anthropology seminar or equivalent upper-level course approved by the academic adviser, and two additional courses in anthropology or sociology; the two remaining courses may be in the department or in other departments in consultation with the adviser.

Majors may spend the junior year abroad if they meet the college requirements.

Students planning to major in the department and to spend the junior year abroad should take at least one, preferably two, semester courses in the major during the sophomore year.

Students majoring in anthropology are encouraged to consider a fieldwork program at a university or academic program abroad during their junior year. In the past, majors have spent a term or year in Dahomey, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore, and the Philippines. Majors concentrating on archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts.

Students interested in the study of social problems and public policy should consult with the Chair or with Patricia Miller.

### HONORS

Director: Arthur Parsons.

Basis: 101a or b in Sociology; 130a or b in Anthropology.

501, 501a *Thesis. Double credit.*

Requirements: 1) A total of eight courses above the basis including all the requirements for the major and 311b (for sociologists). 2) A thesis (501 or 501a) equivalent to two semester courses, written during either the first semester or both semesters of the senior year. 3) An oral examination on the thesis.

## SPANISH & PORTUGUESE

PROFESSORS:	ERNA BERNDT KELLEY, PH.D. ALICE RODRIGUES CLEMENTE, PH.D., <i>Chair</i>
ASSOCIATE PROFESSOR:	**CHARLES MANN CUTLER, JR., PH.D.
ASSISTANT PROFESSORS:	PATRICIA GONZÁLEZ, PH.D. JUAN GELPÍ-PÉREZ, PH.D. WALTER GLANNON, PH.D.
INSTRUCTOR:	HÉCTOR TORRES-AYALA, PROFESOR DE CASTELLANO
MELLON LECTURER:	PHOEBE P. MEDINA, M.A.

### PORTUGUESE

- 120 *Elementary Portuguese*. W Th F 9:20. Charles Cutler, Alice Clemente.
- [130a *Intermediate Course in Portuguese*. Intensive oral and written work using various kinds of texts (not exclusively literary), films, and music from Brazil, Portugal, and Portuguese-speaking Africa. Prerequisite: 120 or permission of the instructor.]
- 210a *Literature and Culture in the Portuguese-Speaking World*. Prerequisite: 120 or 130a or permission of the instructor. W F 1:10, Th 2:10. Charles Cutler.
- [220a *Literary Currents in the Portuguese-Speaking World*. Prerequisite: 120.]
- [220b A continuation of 220a. Prerequisite: 120.]
- [224b *Readings in the Modern Literature of Portugal and Brazil: Poetry*. Prerequisite: 120.]
- 228b *Women as a Cultural Force in the Portuguese-Speaking World*. Focus primarily on the experience of women writers in Portugal, Brazil, and Portuguese-speaking Africa, and the placing of that experience in its historical and socio-economic context. To be offered in 1983-84 only. T 4:10, Th 3:10-5. Alice Clemente. (E)
- [235b *Literature and Cultural Nationalism*. Same as Comparative Literature 235b.]

### SPANISH

- 100b *Intensive Course. Three semesters' credit*. Six class hours as follows: M T W 8:20, W Th F 9:20. Erna Kelley, Juan Gelpí-Pérez.
- 101 *Elementary Course*. M T W 8:20; M T 9:20, W 3:10; M T 1:10, W 2:10; W Th F 9:20. Members of the department.
- 102 *Intermediate Course*. Review of grammar and reading of modern prose. Prerequisite: two entrance units or 101. M T 9:20, W 3:10; W Th F 11:20; W 3:10, Th F 8:20. Members of the department.
- 103a *Grammar, Composition, and Reading*. Discussion of modern Spanish short stories, novels, and poetry. Prerequisite: three entrance units. M T 11:20, W 10:20. Erna Kelley.
- 200a *Advanced Conversation and Composition*. Intensive oral and written work on cultural topics and problems related to the Spanish-speaking world. Prerequisite: four entrance units or 100b or 102 or 103a. M T W 8:20; M T 11:20, W 10:20. Héctor Torres-Ayala, Patricia González.

- 200b A repetition of 200a. W Th F 11:20. Juan Gelpí-Pérez.
- 215a *Literary Currents in Spain*. An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 100b or 102 or 103a. W Th F 11:20. Alice Clemente.
- 215b *Literary Currents in Spain*. A continuation of 215a. Prerequisite: four entrance units or 100b or 102 or 103a. W Th F 11:20. Alice Clemente.
- 216a *Readings in Modern Latin-American Literature*. Prerequisite: four entrance units or 100b or 102 or 103a. M T 9:20, W 3:10. Héctor Torres-Ayala.
- 216b A continuation of 216a. Prerequisite: four entrance units or 100b or 102 or 103a. M T 9:20, W 3:10. Héctor Torres-Ayala.
- 230a *Topics in Latin-American Literature*. Topic for 1983-84: Testimonial Literature. Literary works drawn from specific historical and social experiences of the Latin American people. Works by Miguel Barnet, Edmundo Desnoes, Gabriel García Márquez, Elena Poniatowska, and José Joaquín Blanco. M 2:10-4. Patricia González.
- [246b *The Picaresque Tradition*. Same as Comparative Literature 246b.]
- 266b *The Symbolist Movement*. Same as Comparative Literature 266b.

The prerequisites for the following Spanish courses are 215a and b, or 216a and b.

#### THE FORMATIVE PERIOD

- 330a *The Epic Tradition: Poems, Chronicles, and Ballads*. A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*. T 2:10-4, Th 2:10. Erna Kelley.
- [331a *The Structure of the Spanish Middle Ages in Literature*. The legacy of the Moorish, Jewish, and Christian traditions.]
- [332b *El Libro de buen amor and La Celestina*. A study of medieval and pre-Renaissance themes.]

#### THE IMPERIAL PERIOD

- 340b *Cervantes: The Birth of the Modern Novel*. T 2:10-4, Th 2:10. Erna Kelley.
- [343b *Lyric Poetry: Renaissance and Baroque*. The development of Spanish lyric poetry from Garcilaso and Boscán to Góngora and his followers.]
- [344a *Ideological Framework of the Imperial Age*. An analysis of the main currents of thought in sixteenth-century Spain, and their influence on life and literature.]
- [347b *Golden Age Drama: Juan del Encina to Calderón*. The development of the drama from the latest medieval examples to the *autos sacramentales* of Calderón.]
- 353a *Sonnets and Sonnet Cycles*. Same as Comparative Literature 353a.

## SPANISH & PORTUGUESE

### THE MODERN PERIOD

- [360a] *Nineteenth-Century Literature in the Context of Cultural History: From Romanticism to Realism*. A study of the literature of the nineteenth century as an interplay between artistic expression and underlying sets of values, social and political developments, and ideological conflicts.]
- 362a *Seminar: The Spanish and the Universal in the Novels of Galdós*. An analysis of Galdós' complex integration of Spain's history and character with the more intimate conflicts of man. M 2:10-4 and one hour to be arranged. Phoebe Medina.
- 364b *Tradition and Dissent: The Generation of '98*. The problem of Spain as seen in the writings of the forty years preceding the Spanish Civil War, with special emphasis on the modern essay. T Th 1:10, W 2:10. Walter Glannon.
- [365b] *New Directions in the Twentieth-Century Novel*. A study of the important novelists of the twentieth century in light of their formal innovations and their artistic, philosophical, and social preoccupations.]
- [366b] *The Heritage of Modernism: Twentieth-Century Spanish Poetry*. Readings in twentieth-century poetry; a study of trends, schools, and movements.]
- [367a] *Seminar on the New Drama: Themes and Trends*. Contemporary developments in Spanish drama from García Lorca to Arrabal.]
- 370b *Latin-American Society in the Novel*. Fuentes, Vargas Llosa, García Márquez, and others. M T 11:20, W 10:20. Patricia González.
- 371a *Currents in Modern Latin-American Poetry*. Nineteenth- and twentieth-century Latin-American poetry. W Th F 11:20. Juan Gelpí-Pérez.
- [372a] *Latin America's Twentieth Century "Teatro Libre."* Study of the Latin-American theatre in transition. How a traditionalist theatre becomes highly experimental in reflection of the complexities of twentieth-century Latin-American society. Lectures and discussion of representative modern plays.]
- [373b] *The Latin-American Short Story*. Study of the development of the Latin-American short story from the first manifestations of the genre in the nineteenth century to the most recent experiments with the form in the twentieth century. Such writers as Lastarria, Palma, Darío, Quiroga, Lillo, Borges, Carpentier, Cortázar. Prerequisite: 216a and b or permission of the instructor.]
- 380a, 380b *Special Studies in Peninsular and Latin-American Literatures*. By permission of the department, for senior majors and honors students.
- 388a, 388b *Special Studies in Language Teaching*. Admission for seniors by permission of the department.

### THE MAJORS

The following preparation is recommended for students who intend to take the Spanish or Latin-American major: courses in classics, either in the original or in



## SPANISH & PORTUGUESE

translation; courses in other European literatures and history; a reading knowledge of another foreign language.

Adviser for the majors: Erna Kelley.

Adviser for Study Abroad: Erna Kelley.

The Satisfactory/Unsatisfactory grading option is not allowed for courses counting toward the majors.

### SPANISH

Basis: 215a and b.

Requirements: seven semester courses, in addition to the basis, above the 100 level.

Majors must elect 300-level courses from each of the periods (Formative, Imperial, Modern); three of these, one in each period, must be taken in the department at Smith College.

### LATIN-AMERICAN STUDIES

Two programs are offered:

Program I: for students particularly interested in literature.

Basis: 216a and b.

Requirements: four courses from the following: 370b, 371a, 372a, 373b, 380a, 380b, and three additional courses in the department, such as 220a, 220b, 224b, 228b, 230a, 235b, and courses in the Imperial Period.

Students electing this major are strongly urged to elect courses in other departments dealing with Latin America.

Program II: for students interested not only in literature, but in such fields as economics, government, history, sociology, and anthropology.

Basis: History 260a and History 261b or 262a. A reading knowledge of Portuguese is strongly recommended.

Requirements: 216a and b *or* two of the following: 370b, 371a, 372a, 373b; five semester courses (on the intermediate or advanced level), to be selected from art, economics, geography, government, history, literature, sociology and anthropology, dealing with Latin America; at least two of the five must be 300-level courses.

### LUSO-BRAZILIAN STUDIES

Basis: History 243b and 263a.

Requirements: two of the following: 210a, 220a, 220b, 224b, 228b, 235b; five semester courses (on the intermediate or advanced level), to be selected from Afro-American studies, art, economics, geography, government, history, literature, sociology and anthropology, dealing with the Portuguese-speaking world; at least two of the five must be 300-level courses.

## SPANISH & PORTUGUESE

### HONORS

Director: Juan Gelpí-Pérez.

501a *Thesis.*

#### *Spanish Literature*

Requirements: those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

#### *Latin-American Literature*

Requirements: those listed under Program I of the Latin-American Studies major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

#### *Latin-American Area Studies*

Students will plan their honors program with the Director of Honors in consultation with members of the departments concerned with Latin America.

Requirements: those listed under Program II of the Latin-American Studies major.

The program must include a minimum of two seminars. At least one course or seminar dealing with Latin America in each of the participating departments, *i.e.*, in economics, government, history, sociology and anthropology, and Spanish and Portuguese. A thesis, normally to be written during the first semester of the senior year under the direction of the Latin-American specialist in one of the participating departments. The thesis will be read by one or two more Latin-American specialists from other participating departments, who will also be present at the required oral examination on the thesis.

# THEATRE

PROFESSORS:	**WILLIAM EDWARD HATCH, M.A. HELEN KRICH CHINOY, PH.D.
ASSOCIATE PROFESSOR:	LEONARD BERKMAN, D.F.A., <i>Chair</i>
ASSISTANT PROFESSORS:	CATHERINE H. SMITH, M.A., M.F.A. JOHN D. HELLWEG, PH.D. MARK HARRISON, M.A.
INSTRUCTORS:	KATHY ANNE PERKINS, M.F.A. DEBORAH G. LUBAR, B.A.
LECTURER:	<sup>2</sup> KAREN MALPEDE, M.F.A.
VISITING LECTURERS:	<sup>2</sup> SHELIA ROSE BLAND, M.F.A. CHRISTINE SMITH-McNAMARA, M.A.

- 110a *Dynamics of Drama*. How a play works. What to look for on the page and on the stage. Intensive study of limited sampling of plays from traditional comedy and tragedy to avant-garde experimentation. W F 11:20, Th 10:20-12:10. Mark Harrison.
- 111b *Introduction to Theatre*. Analysis of the theatrical experience and of the contributions of the participants in the performance of drama throughout the major theatrical periods. Attendance required at selected performances. W F 11:20, Th 10:20-12:10. John Hellweg.

## A. HISTORY, LITERATURE, CRITICISM

- 211a *Continental Theatre and Drama*. Innovation and change in European theatre from the Baroque designers of the eighteenth century to the independent theatres of the late nineteenth century. Playwrights to be considered range from Goldoni, Goethe, Büchner to Ibsen, Strindberg, and Chekhov. M 9:20-11:10, T 9:20. Helen Chinoy.
- 212a *Modern European Drama*. The plays, theatres, and playwrights of the late nineteenth and early twentieth centuries in Europe. From Ibsen and Chekhov to the wide-spread experimentation of the 1920's. The playwrights to be considered include: Witkiewicz, Pirandello, Ghelderode, Brecht. Attendance required at selected performances. Enrollment limited to 90. W Th F 9:20. Leonard Berkman.
- 212b *Modern European Drama*. Contemporary theatre in Europe from the 1930's to the present. The playwrights to be considered include: Horváth, Genet, Beckett, Pinter, Duras, Mrozek, Churchill, and Handke. Attendance required at selected performances. Enrollment limited to 90. W Th F 9:20. Karen Malpede.
- 213a *American Theatre and Drama*. Evolution of an American style in theatre art and development of American drama, especially from 1914 to the present. O'Neill to Albee and the Off-off Broadway playwrights. Attendance required at selected performances. M 11:20, T W 10:20, T 11:20 at the option of the instructor. Helen Chinoy.
- 214b *Black Theatre*. A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers, and theatres of the 1950's to the 1970's. W Th 9:20, F 9:20-11:10. Shelia Bland.

## THEATRE

The following advanced courses in History, Literature, Criticism are limited to an enrollment of 20.

- 300a *Women in Theatre*. Topic for 1983–84: Women in American Theatre. Theatre as a career for women; gender awareness and sexuality as it relates to women in theatre; images of women in plays by women; feminist theatre; feminist criticism; contributions of women, as actresses, playwrights, designers, directors, and producers, to important movements. W 11:20, Th 10:20-12:10. Helen Chinoy.
- 310b *History and Theories of Acting and Directing*. The following topics explored: resources of the actor, the development of the profession, contributions of great actors, the rise of the director, the work of major international directors, theories of acting and directing from Plato to Stanislavsky, Brecht, and Grotowski. W F 12:50-2, Th 2:10. Karen Malpede.
- 312b *Theatre Criticism and Theories of the Modern Stage*. Professional playgoing; writing reviews and critical essays; grounds of judgment of drama in performance; modern theories of the stage. Attendance at selected plays required. W 11:20, Th 10:20-12:10. Karen Malpede.
- [314a *Masters and Movements in Drama*.]
- 314b *Masters and Movements in Theatre*. Topic for 1983–84: Michel Tremblay and Contemporary Canadian Playwrights (Part III). Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments in English Canadian and French Canadian drama of the past two decades. Th 10:20-12:10, F 11:20 at the option of the instructor. Leonard Berkman.

## B. THEORY AND PERFORMANCE

In the following section: *L* indicates enrollment is limited; *P* indicates permission of the instructor is required.

- 200a, 200b *Theatre Production*. A studio course based on rehearsal and performance of major productions in the department. Minimum of 30 hours of studio work in one production area per semester within the areas of direction, performance, and design. Four class sessions to examine the production process of a particular play performed in the semester. Studio hours to be arranged. General meetings on the following Wednesdays, 2:10-4: 7 September, 2 November, 25 January, and 7 March. *One-quarter course credit*; may be taken four times for credit. Members of the department. William Hatch, *Director*, first semester; Leonard Berkman, *Director*, second semester.
- 241a *Acting I*. Introduction to physical, vocal, and interpretative aspects of performance, with emphasis upon creativity, concentration, and depth of expression. *L* and *P*. Four class hours. M T 12:50-2, W 12:50-3, John Hellweg; W F 11:20, Th 10:20-12:10, Deborah Lubar.



- 241b A repetition of 241a. *L* and *P*. Th F 12:50-3, John Hellweg; W F 11:20, Th 10:20-12:10, Deborah Lubar.
- 242a, 242b *Acting II*. Application of exercises and improvisations to the performance of scenes. Six hours of class projects. *L* and *P*. Prerequisite: 241a or b. W Th F 12:50-3. Deborah Lubar.
- 251a, [251b] *Stagecraft*. A study of the construction of scenery and props for the stage. The fundamental methods and techniques of translating the design to the physical stage. Six hours shop time required weekly. *L* and *P*. M 11:20, T 10:20-12:10, W 10:20. William Hatch.
- 252a, [252b] *Scene Design I*. A study of pictorial organization for the support of action and characterization in the production of plays, with emphasis on designing the space and the decor. *L* and *P*. W 9:20, F 9:20-11:10. William Hatch.
- 253a, 253b *Stage Lighting*. The design of stage lighting and application of the principles of light, color, illumination, and electricity to the stage. Production work required. *L* and *P*. M 11:20, T 10:20-12:10, W 10:20. Kathy Perkins.
- 254a, 254b *Introduction to Costume Design*. The design elements of line, texture, color, and gesture, and application of these elements in designing characters. The history of the fashion silhouette. Introduction to production techniques. Six hours of afternoon production work per week required for one show. M 11:20, T 10:20-12:10, W 10:20. Christine Smith-McNamara.
- 261a, 261b *Writing for the Theatre*. The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for production. *L* and *P*. 261a: W 2:10-4, Leonard Berkman. 261b: F 9:20-11:10, Shelia Bland.
- 262a, 262b *Writing for the Theatre*. Advanced work. Prerequisite: 261a or b. *L* and *P*. 262a: W 2:10-4, Leonard Berkman. 262b: F 9:20-11:10, Shelia Bland.
- 342a *Acting III*. Exercises, improvisations, and scene work applied to the solution of specific problems in acting. Five class hours per week. Prerequisites: 241a or b and 242a or b and *P*. M W 2:10-4, Th 2:10. Mark Harrison. Two hours of stage make-up per week, Th 3:10-5. Christine Smith-McNamara.
- 343b *Acting III*. Stylistic experimentation in scenes from classic and modern plays. Five class hours per week. Prerequisites: 241a or b and 242a or b and *P*. T 12:50-4, Th 12:50-3, Th 3:10 at the option of the instructor. Mark Harrison. Two hours of stage make-up per week, M 2:10-4. Christine Smith-McNamara.
- 344a, [344b] *Directing*. The study and application of directorial techniques. Prerequisites: one acting and one design/technical course, *L* and *P*. W Th 12:50-2, F 12:50-4. Mark Harrison.
- [345a *Advanced Directing*. Directorial analysis of plays projected through stage movement and business; independent projects. Prerequisite: 344a or b. *L* and *P*.]

## THEATRE

345b A repetition of 345a. Th 12:50-4. John Hellweg.

352a, [352b] *Scene Design II*. An advanced study of scene design. Prerequisite: 252a or b or P. M 9:20-11:10, T 9:20. William Hatch.

353a, 353b *Advanced Stage Lighting*. Lighting the various forms of staging, including proscenium, thrust, arena, and dance. Studied through lecture, discussion, and the presentation and evaluation of lighting designs for specific plays. Prerequisite: 253a or b or P. L. M 9:20-11:10, T 9:20. Kathy Perkins.

354b *Costume Design Techniques*. The integration of the design element of line, texture, color, gesture, and movement into unified production styles. Further study of the history of clothing, construction techniques, and rendering. Eight hours of afternoon production work per week. Prerequisites: 254a or b and P. W 11:20, Th 10:20-12:10. Christine Smith-McNamara.

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301a, 301b *Special Studies*. For qualified juniors and seniors. Admission by permission of the instructor and the Chair of the department. Departmental permission forms required.

Dance (see dance department, p. 76, and theatre department, p. 209).

## GRADUATE

Adviser: Helen Chinoy, first semester; Leonard Berkman and John Hellweg, second semester.

400a, 400b *Research and Thesis Production Project*.

401a, 401b *Special Studies*.

By permission of the instructor and Chair of the department, the following graduate courses are open to qualified seniors.

412a *Advanced Studies in Acting, Speech, and Movement*. John Hellweg, Mark Harrison, Deborah Lubar.

412b *Advanced Studies in Acting, Speech, and Movement*. John Hellweg, Mark Harrison, Deborah Lubar.

413a, 413b *Advanced Studies in Design*.

I. Scene Design. William Hatch.

II. Lighting Design. Kathy Perkins.

III. Costume Design and Cutting. Christine Smith-McNamara.

IV. Technical Production. William Hatch.

415a, 415b *Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting*. Leonard Berkman, Helen Chinoy, Karen Malpede, Shelia Bland.

## THE MAJOR

Advisers: members of the department.

Adviser for Study Abroad: Helen Chinoy, first semester; John Hellweg, second semester.

Basis: 110a and 111b.

Requirements: nine semester courses, including the following:

1. 110a and 111b as the basis.
2. Three courses from Division A:
  - History
  - Dramatic Literature
  - Criticism

These courses are listed as 211a through 314b.

3. Three courses from Division B: Theory and Performance.  
These must be chosen as follows: one acting or dance course (Theatre 214a or b or a studio dance course); one design or technical course (Theatre 251a or b or 252a or b or 253a or b or 254a or b); one directing, choreography, or play-writing course (Theatre 344a or b or Dance 353b, or Theatre 261a or b).
4. One additional course from either Division A or Division B. (*N.B.* This course requirement may be filled through four semesters of Theatre 200.)

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the department of dance. These requirements involve eleven semester courses: Theatre 110a and 111b; Dance 151a or b; any two from Dance 171b, 272b, 273a; one from dramatic literature; one from design or technical theatre; Dance 252b, 353b, and 377a.

Students with a dance emphasis should consult with dance faculty in addition to a major adviser in the Theatre Department.

All majors are encouraged to include courses in art and music history in their programs. Other courses recommended by the department include: Classics 228a and 321a; English 218a, 218b, 229b, 240a, 343a; French 217b; Spanish and Portuguese 367a and 372a; MUSIC, GERMAN, COMPARATIVE LITERATURE 271a; Russian 236a.

## HONORS

Director: Helen Chinoy, first semester; Leonard Berkman, second semester.

501, 501a *Thesis*.

Requirements for the degree with honors:

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and *no later than* March 15 of the second semester of the junior year. The department recommends that

## THEATRE

all prospective theatre honors students enter the program at the outset of the junior year.

2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
  - a. a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts;

*or*

- b. a creative project in acting, dance, design, direction, playwriting, choreography, or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. *All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic, or other).*
4. Work for a one-semester thesis or project/paper (4 or 8 hours credit) must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper (8 hours credit) must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

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## WOMEN'S STUDIES

Over twenty courses that focus on women's experience are offered each year by separate departments, including in the spring semester a group of four courses that are coordinated through a lecture-discussion series on an interdisciplinary theme. In addition, an Advisory Committee on the Study of Women offers advice to students considering a self-designed interdepartmental major or a Smith Scholars project.

Members of the Committee for 1983-84: Ruth Solie (Music), *Chair*; †Martha Ackelsberg (Government), Susan Bourque (Government), \*Caroline Houser (Art), Barbara Kellum (Art), Frédérique Marglin (Sociology & Anthropology), Janice Moulton (Philosophy), Thalia Pandiri (Classics), †Marilyn Schuster (French), Catherine Smith (Theatre), Diedrick Snoek (Psychology), Elizabeth Spelman (Philosophy), Leanna Standish (Psychology), †Susan Van Dyne (English), John Walter (Afro-American Studies).



## INTER- AND EXTRA-DEPARTMENTAL COURSE OFFERINGS

ASSOCIATE PROFESSOR

OF CHINESE STUDIES:

HENRY LI-HUA KUNG, B.A.

INSTRUCTOR IN

JAPANESE:

ESPERANZA RAMIREZ-CHRISTENSEN, M.A.

LECTURER IN

GENERAL LITERATURE:

SUSAN SKULSKY, M.A.

ASSISTANT IN THE

SOCIAL SCIENCES:

MOLLY JAHNIGE ROBINSON, M.A.

CHINESE 111 *Modern Chinese (elementary)*. An introduction to Chinese sounds, to basic language patterns of spoken Chinese, and to the recognition of Chinese characters. T 2:10-4, Th 3:10-5 and two laboratory hours to be arranged. Henry Kung.

CHINESE 212 *Modern Chinese (intermediate)*. Conversational Chinese and reading of modern Chinese writings, additional sentence patterns and characters and their combinations. Prerequisite: 111. M 2:10-4, Th 2:10 and two laboratory hours to be arranged. Henry Kung.

[CHINESE 322 *Modern Chinese (advanced)*. Advanced study of grammatical structure of Chinese and readings in modern literary Chinese materials. Prerequisite: 212 or the equivalent. M 11:20, T 10:20-12:10. Henry Kung.]

CHINESE 333a *Modern Chinese Literature: Short Stories*. Selected readings in short stories since the New Literature Movement. Prerequisite: two to three years of Chinese or permission of the instructor. M 11:20, T 10:20-12:10. Henry Kung.

GENERAL LITERATURE 291 *A Survey of Selected Literary Masterpieces from Homer to Tolstoy*. Lec. W 2:10; sect. M T W 8:20, Kenneth Connelly (English), first semester, T 2:10-4, Th 2:10, Elizabeth Harries (English), second semester; M 9:20-11:10, T 9:20, Joan Bramwell (English); M T 11:20, W 10:20, Maria Banerjee (Russian); M 11:20, T W 10:20, Richard Millington (English); M T 1:10, W 2:10, Bella Brodzki (Comparative Literature); W Th F 9:20, David Ball (French), first semester, Mary Ellen Birkett (French), second semester; W Th F 11:20, Susan Skulsky; W F 1:10, Th 2:10, George Dimock (Classics). David Ball, *Director, first semester*; Joan Bramwell, *Director, second semester*.

HISTORY AND GOVERNMENT 274b *Women's Experience in Nineteenth- and Twentieth-Century America*. An interdisciplinary examination of major themes in women's experience in the United States. Combines the materials and approaches of history and political science to identify the major intellectual issues in women's changing roles and patterns of participation in American society. Prerequisite: one semester of American history. Lec. T W 8:20; dis. M 3:10. Jill Conway (History), Susan Bourque (Government).

[HISTORY AND LITERATURE 288a *History and Literature of the Two Germanies: 1945 to the Present*. De-nazification and "re-education"; comparative politics and institutions in the German Democratic Republic (GDR) and the Federal Republic of

## INTER- AND EXTRA-DEPARTMENTAL COURSE OFFERINGS

Germany (FRG): comparative literary trends; confrontation with the German legacy vs. Socialist Realism and the view of the future; popular culture in the East and West: drama, film, the press. Th 10:20-12:10, F 11:20. Gertraud Gutzmann and Willy Schumann (German).]

[HISTORY AND LITERATURE 294b *Literature and Politics of England, 1660-1714*. Reading in the political history and literature of Restoration England from the accession of Charles II to the death of Queen Anne. Two lectures and one discussion a week. Open to freshmen by permission of the instructors. W Th 9:20, F 9:20-11:10. Frank Ellis (English), Howard Nenner (History).]

HISTORY AND MUSIC 326b *Patronage of the Arts in Renaissance and Early Modern Europe*. An interdisciplinary seminar on musical patronage, the social status of musicians, and the art of music in Europe between the early fifteenth and the early seventeenth centuries. Prerequisite: one course in European history between 1400 and 1600 at the college level. A knowledge of musical notation and theory, while helpful, is not required. W 7:30-9:30. Richard Sherr (Music), Joachim Stieber (History). (E)

HISTORY OF SCIENCE 101a *American Science in the Making*. An interdisciplinary examination of science and scientists by comparing science in colonial and revolutionary America with science in the late nineteenth and early twentieth-century America. Developments in medicine, chemistry, and the science of man. Themes include relations between science and technology, professionalization of science, and science education, including the role of women's colleges in the development of science. W F 11:20, Th 10:20-12:10. Kathryn Addelson (Philosophy). (E)

HISTORY OF SCIENCE 203b *Perspectives in the History of Science*. An introductory history of Western science in its cultural context. For 1983-84 this history is organized around the development of theories of the structure of matter. Two lectures and one two-hour discussion per week. Frequent guest speakers, laboratory demonstrations, and slide lectures. Open to all upperclassmen; freshmen by permission of the instructor. M 9:20-11:10, T 9:20. George Fleck (Chemistry), Marjorie Senechal (Mathematics).

HISTORY OF SCIENCE 305b *Art and Technology in the Industrial Era (seminar)*. An interdisciplinary examination of the history of technology in the industrial era from a cultural and social perspective. The impact of technological innovation on artistic practice, concepts of art, and on the artist's social and economic status and function. Emphasis on changes in the fine arts, traditional crafts, and architecture. Prerequisite: some background in one of the following: art history, modern European or American history, or history of science and technology. Hours to be arranged. Miriam Levin (Five College Associate). (E)

JAPANESE 100 *Elementary Course*. An introduction to spoken and written Japanese. Developing oral proficiency in the basic expressions and sentence patterns of ordinary conversation, along with the ability to handle the rudiments of the writing system. Oral drills and written exercises based on typical situational dialogues in

## INTER- AND EXTRA-DEPARTMENTAL COURSE OFFERINGS

a Japanese setting. T 8:20, W Th F 9:20; laboratory hours to be arranged. Esperanza Ramirez-Christensen.

JAPANESE 200 *Intermediate Course*. Continued training in the basic syntactic structures of the language. Acquisition of skills in aural and reading comprehension through study of varied pieces of Japanese prose and speech. Conversation and writing practices; review of grammar. Prerequisite: 100 or equivalent. W Th F 11:20; laboratory hours to be arranged. Esperanza Ramirez-Christensen.

[JAPANESE 250b *Japanese Literature in Translation I*. Readings in poetry, narrative, and drama aimed at understanding the essential aspects of the Japanese sensibility before the modern era of Western influence. Lectures on the socio-historical contexts of the works and the character of major literary genres; discussions focus on interpretation of recurrent themes and motifs. T 4:10, Th 3:10-5. Esperanza Ramirez-Christensen.]

JAPANESE 260b *Japanese Literature in Translation II*. Readings in modern literature, especially in the novels of Sōseki, Tanizaki, Kawabata, Mishima, and Ōe. Themes include the traumatic impact of Westernization on the traditional Japanese consciousness, the peculiar Japanese handling of Western literary genres, the persistent nihilistic strain in the Japanese aesthetic sensibility, and the condition of women in contemporary society. As all readings are in English translation, no knowledge of Japanese is required. T 4:10, Th 3:10-5. Esperanza Ramirez-Christensen.

MUSIC, FRENCH, COMPARATIVE LITERATURE 335b *Poetry and Music of the Troubadours*. Introduction to the lyric poems of the troubadours, to their melodies, and to the cultural setting in which they were composed. Detailed study of selected texts and consideration of questions of performance practice. A reading knowledge of a Romance language and of musical notation is highly recommended. If the course is to be counted toward the major, the following prerequisites apply: in Music, 200a or permission of the instructors; in French, one literature course in the department or permission of the instructors. M 2:10-4 and one hour to be arranged. Paul Evans (Music), Vincent Pollina (French).

[MUSIC, GERMAN, COMPARATIVE LITERATURE 271a *Richard Wagner*. An interdisciplinary study of Wagner as musician, poet, and theoretician against the background of European musical, literary, and intellectual history. Attention to Wagner's impact on aesthetics of modern literature and music. Works to be studied: *Tannhäuser*, *Tristan und Isolde*, *Der Ring des Nibelungen*. Selected readings in English. A reading knowledge of music is recommended. To be offered in 1985-86. W Th F 9:20, F 10:20 at the option of the instructors. Hans Vaget (German), Peter Bloom (Music).]

PEACE AND WAR STUDIES 200b *Peace and War in the Nuclear Age: An Interdisciplinary Approach*. An inquiry into the nature and causes of contemporary war and the conditions of peace from a series of disciplinary approaches. Examination of the empirical foundations and consequences of war from the perspectives of the



## INTER- AND EXTRA-DEPARTMENTAL COURSE OFFERINGS

natural and social sciences. Not open to freshmen. W Th 9:20, F 9:20-11:10. Lecturers: John Betlyon (Religion), Fletcher Blanchard (Psychology), Thomas Derr (Religion), Maurice Isserman (History), Margaret Pfabé (Physics), Stylianos Scordilis (Biological Sciences), Peter Rowe (Government), *Director*. (E)

PHILOSOPHY AND PSYCHOLOGY 221b *Language*. Consideration of the following aspects of human language: its evolution and uniqueness among animal communication systems, the innateness controversy and language acquisition, the psychological reality of linguistic structures, language processing models, and the representation of language in the brain. M 9:20-11:10, T 9:20. Jill de Villiers (Philosophy and Psychology).

[RELIGION AND SOCIOLOGY 261a *Religion, Science, and Technology*. An interdisciplinary examination of the intellectual and institutional relations among religion, science, and technology. Includes a review of theories of symbolization and the role of symbols in the organization of human institutions; an analysis and comparison of the symbolic structures of religion, science, and technology; and study of the socio-historical and theoretical connection between specific religious orientations and the development of science. Special attention to the way in which Western and Eastern religious traditions have influenced the development of science in their respective cultures. Enrollment limited to seniors and juniors, sophomores by permission. T 10:20-12:10, W 10:20. Sten Stenson (Religion), Arthur Parsons (Sociology). (E)]

SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists*. The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association, and correlation. M T W 8:20; lab. W 10:20-12:10 or 1:10-3 or Th 10:20-12:10 or 2:10-4. Sinan Koont (Economics).

SOCIAL SCIENCE 190b A repetition of 190a. M T W 8:20; lab. W 10:20-12:10 or 1:10-3 or Th 10:20-12:10 or 3:10-5. Richard Sobel (Government).

STUDENT-INITIATED COURSES for credit are open to sophomores, juniors, and seniors. Each course must be approved by the Committee on Academic Policy, and must have a faculty sponsor with competence in the subject matter. At least ten, but no more than fifteen, students must enroll in the course. The procedures for initiating such a course are available in College Hall 27. Proposals must be submitted to the Committee on Academic Policy before May 1 for first semester, or November 1 for second semester.

## FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

JOSEPH BRODSKY, FIVE COLLEGE PROFESSOR OF LITERATURE (at Mount Holyoke College under the Five College Program)



## INTER- AND EXTRA-DEPARTMENTAL COURSE OFFERINGS

### Second Semester:

Mount Holyoke: English 245s. *Lyric Poetry*. Study, based on close analysis of texts, of the works of Thomas Hardy, W. H. Auden, Robert Frost, Constantine Cavafy, R. M. Rilke, and others. Requirements include two ten-page papers and memorization of approximately 1,000 lines from the above authors' works. Enrollment limited to 30. Not open to freshmen.

Smith: Comparative Literature 242b. *Post-War Poetry of Eastern Europe*. An examination of the contemporary poetry of Poland, Czechoslovakia, Hungary, and Yugoslavia. To be offered in 1983-84 only. T 4:10, Th 3:10-5.

JOHN J. CONWAY, PROFESSOR OF CANADIAN HISTORY (at the University of Massachusetts under the Five College Program)

### First Semester:

UMass: History 597C. *Canadian and American Political Theory in Historical Perspective*. In North America in the eighteenth and nineteenth centuries, British political theory separated into its whig and tory components: the whig finding its fullest expression in the United States, the tory in Canada. As a result, one country is a republic, the other a constitutional monarchy, one congressional, the other parliamentary. Both claim to be democracies. The seminar examines this thesis together with the origins and some of the consequences of Canadian toryism and American liberalism.

### Second Semester:

Mount Holyoke: History 389. *Contemporary Canada: The Problem of Survival*. The future of Canada as an independent country will be heavily influenced by internal and external forces. There are strong separatist movements in the province of Quebec and in several of the Western provinces. The political, economic, cultural, and military power and proximity of the United States seem well on the way to obliterating the differences between the two countries. This seminar examines twentieth-century Canada in order to discover what options are available if unity and independence are to be maintained.

SANDRA L. GRAHAM, ASSISTANT PROFESSOR OF LATIN AMERICAN HISTORY (at Mount Holyoke College under the Five College Program)

### First Semester:

Mount Holyoke: History D115f. *Coffee and Slaves: A Plantation Community in Nineteenth-Century Brazil*. An introduction both to the craft of the social historian and to Latin America's past through the particular issue of Brazilian slavery. By intensive examination of primary materials that include wills, letters, photographs, maps, manuscript census lists, and letters of manumission, we shall reconstruct the experiences of slaves

## INTER- AND EXTRA-DEPARTMENTAL COURSE OFFERINGS

and masters who lived on the coffee plantations of nineteenth-century Brazil.

UMass: History 359. *History of Brazil since Independence*. Against a background of transforming events—independence from Portugal in 1822, abolition of slavery in 1888 and establishment of republican government, the Vargas dictatorship from 1930, military coup d'etat in 1964, and aftermath of the economic “miracle”—a focus on the interpretive themes of paternalism and patronage, ritual in religion and politics, forms of popular protest, and the prominence of an urban mentality. Discussion based on a critical reading of selected contemporary histories, novels, and regional studies, as well as on several Brazilian films.

### Second Semester:

Mount Holyoke: History 287s. *Topics in Latin American History: Rebellion in the Backlands of Brazil*. Destruction by military forces of Antonio Conselheiro and his followers at Canudos in the interior of Northeastern Brazil in 1897 presents the historian with puzzling questions of interpretation. Should we understand those who surrounded Conselheiro principally as millenarians inspired by religious fervor, as popular political protestors, or as wandering women and men made desperate by poverty, their plight worsened by severe drought? Similarly, how are we to read the actions of the military? The relatively brief events at Canudos radiate out to an examination of politics in the early years of republican government and to the underlying cultural assumptions that shaped contemporary understandings.

Smith: History 102b (section C). *Coffee and Slaves: Plantation Society in Nineteenth-Century Brazil*. Through an intensive examination of primary materials—including wills, photographs, manuscript census lists, letters, and maps—a study of the social historian's enterprise of reconstructing the social experience of slaves and masters, attending particularly to their renderings of experience. Th 10:20-12:10.

### THOMAS F. KELLY, ASSOCIATE PROFESSOR OF EARLY MUSIC AND DIRECTOR OF EARLY MUSIC AT THE FIVE COLLEGES

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the music of the Middle Ages, the Renaissance, and the Baroque era. A faculty of distinguished performers and scholars provides practical and theoretical experience in the performance of early music. An extensive collection of Medieval, Renaissance, and Baroque instruments is available to students for study and performance, and there are extensive holdings in the music libraries of the five colleges. Students interested in early music are encouraged to participate actively in one or more of the performing groups which meet regularly with a coach. Ensembles are organized at all levels of ability, from beginning to advanced, to accommodate student progress through-

## INTER- AND EXTRA-DEPARTMENTAL COURSE OFFERINGS

out a four-year academic program. Concerts throughout the year by visiting artists and by faculty and student groups.

W. ANTHONY K. LAKE, FIVE COLLEGE PROFESSOR IN INTERNATIONAL RELATIONS (at Amherst College under the Five College Program)

### First Semester:

Hampshire: SS 299. *Case Studies in American Foreign Policy*. A detailed examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the Suez Crisis, the Bay of Pigs and the Cuban Missile Crisis, SALT I and SALT II, and United States policy toward Southern Africa. In each case, the course analyzes the events and substantive choices facing policy-makers, the bureaucratic and political contexts in which they acted, and the general foreign policy views they brought to bear on these decisions. Each case study provides a basis for discussion of bureaucratic behavior, relations between the Executive Branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press. Unlimited enrollment.

Amherst: Political Science 30f. *The Vietnam War*. The history of American involvement in Vietnam. A review of the origins of the war and American intervention; the domestic impulses for deepening involvement and then withdrawal; the history of negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. The war discussed in the context of broader events and trends in American thinking about the United States' role in the world. Lectures and discussion, including occasional guest lectures.

### Second Semester:

Mount Holyoke: Politics 273s. *Cases in American Foreign Policy*. (See description for Hampshire SS 299 above.)

Smith: Government 247b. *Cases in American Foreign Policy*. (See description for Hampshire SS 299 above.)

J. MICHAEL RHODES, FIVE COLLEGE ASSOCIATE PROFESSOR OF ANALYTICAL GEOCHEMISTRY (at the University of Massachusetts under the Five College Program)

### First Semester:

UMass: Geology 590A. *Geochemistry of Mantles and Magmas*. Geochemical aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics include cosmic abundances and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry.



## INTER- AND EXTRA-DEPARTMENTAL COURSE OFFERINGS

### Second Semester:

UMass: Geology 512. *X-ray Fluorescence Analysis*. Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended.

\*UMass: Geology 591V. *Volcanology*. A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of volcanism covered through an overview of the volcano-tectonic evolution of Western North America, placing volcanism in that region in a plate tectonic and historical perspective. Prerequisite: Petrology advised.

PEGGY SCHWARTZ, VISITING ASSISTANT PROFESSOR OF DANCE (at Hampshire College under the Five College Program)

### First Semester:

UMass: Dance 252. *Intermediate Composition*.

### Second Semester:

UMass: Dance 151. *Elementary Composition*.

Mount Holyoke: Dance 113. *Modern Dance I*.

DAVID STAINES, ASSOCIATE PROFESSOR OF CANADIAN STUDIES (at Smith College under the Five College Program)

### First Semester:

Mount Holyoke: English 247f. *The Rise of the Canadian Novel*. Study of the history and development of the Canadian novel from its roots in late nineteenth-century romantic fiction through its creation of a distinct literary voice. Focus on varieties of contemporary Canadian fiction and observation of relationships to British and American fiction. Readings include works by Stephen Leacock, F. P. Grove, Morley Callaghan, Hugh MacLennan, Sinclair Ross, Adele Wiseman, Mordecai Richler, Margaret Laurence, Alice Munro, Timothy Findley, Robert Kroetsch, and Margaret Atwood. Visits by Canadian novelists supplement lectures and discussions.

### Second Semester:

Smith: English 228b. *Twentieth-Century Canadian Literature*. An introduction to the worlds of Canadian literature in English with special attention to the cultural contexts of contemporary writers. Focusing primarily on poetry

\*Institutional location of class may be changed, depending on enrollment.



## INTER- AND EXTRA-DEPARTMENTAL COURSE OFFERINGS

and fiction, observations of relationships to British and American literature. Readings in Margaret Atwood, Morley Callaghan, A. M. Klein, Margaret Laurence, Stephen Leacock, Hugh MacLennan, Alice Munro, E. J. Pratt, and others. Visits from Canadian writers supplement lectures and discussions. W Th F 9:20.

UMass: English 891A. *The Works of Medieval Romance: the Narrator, the Narrative, and the Audience*. A close reading of a variety of Medieval French and English poetic romances of the twelfth, thirteenth, and fourteenth centuries. Examining the development of the romance genre, the seminar will pay particular attention to the position and role of the narrator and the importance of the various audiences addressed in the romances.

DENNIS T. YASUTOMO, ASSISTANT PROFESSOR OF GOVERNMENT (at Smith College under the Five College Program)

### First Semester:

Smith: Government 226a. *Government and Politics of Japan*. The development and functioning of the Japanese political system. Particular attention given to the interaction between domestic and foreign policy. M 9:20-11:10, T 9:20.

Hampshire: course to be announced.

### Second Semester:

Smith: Government 349b. *Seminar in Comparative Government and International Relations: Foreign Policy of Japan*.

Additional course to be announced.

## FACULTY

- JILL KER CONWAY, PH.D., LL.D., D.LITT., ED.D., L.H.D., *President and Sophia Smith Professor*  
 B.A. University of Sydney, PH.D. Harvard University.
- THOMAS CORWIN MENDENHALL, B.LITT., PH.D., LL.D., L.H.D., *President Emeritus and Professor Emeritus of History* (1975)
- LAURA WOOLSEY LORD SCALES, B.L., L.H.D., LITT.D., *Warden Emeritus* (1944)
- VERA A. SICKELS, A.M., *Professor Emeritus of Speech* (1953)
- MYRA MELISSA SAMPSON, PH.D., *Professor Emeritus of Zoology* (1955)
- MIGUEL ZAPATA Y TORRES, PH.D., *Associate Professor Emeritus of Spanish Language and Literature* (1957)
- BENJAMIN MARTIN SHAUB, PH.D., *Associate Professor Emeritus of Geology and Geography* (1958)
- MARGARET ALEXANDER MARSH, A.M., *Professor Emeritus of Sociology and Anthropology* (1959)
- FRANCES CAMPBELL MCINNES, A.M., M.D., *Associate Physician Emeritus* (1960)
- RUTH LEE KENNEDY, PH.D., *Professor Emeritus of Spanish Language and Literature* (1961) *and Sophia Smith Fellow*
- SAMUEL ATKINS ELIOT, A.B., *Professor Emeritus of Theatre* (1961)
- ELISABETH KOFFKA, PH.D., *Professor Emeritus of History* (1961)
- CATHERINE A. PASTUHOVA, PH.D., *Associate Professor Emeritus of Russian Language and Literature* (1961)
- JEANNE SEIGNEUR GUIET, M.A., *Assistant Professor Emeritus of French Language and Literature* (1961)
- NORA MAY MOHLER, PH.D., SC.D. (HON.), *Professor Emeritus of Physics* (1962)
- KATHERINE GEE HORNBEAK, PH.D., *Professor Emeritus of English Language and Literature* (1962)
- EDITH BURNETT, B.S., *Associate Professor Emeritus of Theatre and Speech* (1962)
- KATHERINE REDING WHITMORE, D.LIT. (MADRID), *Professor Emeritus of Spanish Language and Literature* (1963)
- BIANCA DEL VECCHIO, DIPLOMA DI MAGISTERO, *Professor Emeritus of Music* (1963)
- MICHELE FRANCESCO CANTARELLA, A.M., *Professor Emeritus of Italian Language and Literature* (1964)
- EDNA REES WILLIAMS, PH.D., *Professor Emeritus of English Language and Literature* (1964) *and Sophia Smith Fellow*
- IDA DECK HAIGH, *Associate Professor Emeritus of Music* (1964)

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Explanation of marks before an individual's name:

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|----------------------------------|--|
| †absent for the year             | §Director of a Junior Year Abroad              |
| *absent for the first semester   | <sup>1</sup> appointed for the first semester  |
| **absent for the second semester | <sup>2</sup> appointed for the second semester |

## FACULTY

- MARY ELIZABETH MENSEL, A.B., *Director Emeritus of Scholarships and Student Aid* (1964)
- ERNEST CHARLES DRIVER, PH.D., *Professor Emeritus of Zoology* (1965)
- FLORENCE MARIE RYDER, M.S., *Associate Professor Emeritus of Physical Education* (1965)
- MARGARET STORRS GRIERSON, PH.D., *College Archivist Emeritus* (1965)
- CHARLES JARVIS HILL, PH.D., *Professor Emeritus of English Language and Literature* (1966)
- VIRGINIA CORWIN BRAUTIGAM, B.D., PH.D., *Professor Emeritus of Religion and Biblical Literature* (1966)
- MARION DeRONDE, A.B., *Professor Emeritus of Music* (1966)
- WILLIAM DENIS JOHNSTON, M.A., LL.M., *Professor Emeritus of Theatre and Speech* (1966)
- JOHN WOODS DUKE, *Professor Emeritus of Music* (1967)
- DORIS SILBERT, A.M., *Professor Emeritus of Music* (1967)
- ELIZABETH SANDERS HOBBS, SC.D., *Professor Emeritus in the Biological Sciences* (1967)
- KENNETH E. WRIGHT, PH.D., *Professor Emeritus in the Biological Sciences* (1967)
- HENRY-RUSSELL HITCHCOCK, A.M., D.F.A. (HON.), *Professor Emeritus of Art* (1968)
- LOIS EVELYN TE WINKEL, PH.D., *Professor Emeritus in the Biological Sciences* (1968)
- ESTHER CARPENTER, PH.D., D.SC. (HON.), *Professor Emeritus in the Biological Sciences* (1968)
- JEAN STRACHAN WILSON, PH.D., *Professor Emeritus of History* (1968)
- ELEANOR TERRY LINCOLN, PH.D., *Professor Emeritus of English Language and Literature* (1968)
- HELEN MUCHNIC, PH.D., *Professor Emeritus of Russian Language and Literature* (1969) and *Sophia Smith Fellow*
- ELINOR VAN DORN SMITH, PH.D., *Professor Emeritus in the Biological Sciences* (1969)
- CAROLINE HEMINWAY KIERSTEAD, PH.D., *Professor Emeritus of Geology* (1969)
- DOROTHY CAROLIN BACON, PH.D., *Professor Emeritus of Economics* (1970)
- NEAL HENRY MCCOY, PH.D., *Professor Emeritus of Mathematics* (1970)
- GERTRUDE PARKER SMITH, A.M., *Professor Emeritus of Music* (1971)
- HELEN EVANGELINE REES, ED.D., *Professor Emeritus of Education and Child Study* (1971)
- ANNE GASOOL, A.M., *Associate Professor Emeritus of French Language and Literature* (1971)
- WILLIAM I. P. CAMPBELL, *Horticulturist Emeritus* (1971)

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<sup>2</sup>IRVEN RESNICK, PH.D., *Lecturer in Religion and Biblical Literature*

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MONA YOUNÈS, *Mellon Lecturer in French Language and Literature*

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### BOARD OF ADMISSION

The President (*Chair*), the Dean of the College, the Director of Admission, three members of the Admission Office staff, the Freshman Class Dean, the Registrar, Mary Ellen Birkett (1984), Joan Garrett-Goodyear (1984), Arthur Parsons (1985), Suzan Edwards (1986), Joan Hutchinson (1986), Stylianos Scordilis (1986).

### COLLEGE PLANNING AND RESOURCES COMMITTEE (ELECTED)

The President (*Chair*), two Trustees, the Dean and Associate Dean of the Faculty, the Treasurer or Associate Treasurer, the Director of Development, the members of the Faculty Council: Adrienne Auerswald, Murray Kiteley, Robert Merritt, Peter Rowe, Ruth Solie; the President of the Student Government Association: Catherine Mahoney; and the Past President of the Student Government Association: Stephanie Leider; or the President of the Senior Class: Christina Wallace; the President of the Alumnae Association: Phoebe Lewis; and a Secretary to be appointed by the Chair.

### COMMITTEE ON ACADEMIC POLICY (ELECTED)

Dean of the Faculty (*Chair*), John Brady (1985), Andrew Ford (1985), Randy Frost (1985), Richard Olivo (1985), Adrienne Auerswald (1986), Randall Bartlett (1986), Ruth Solie (1986), Klemens von Klemperer (1986).

### COMMITTEE ON FACULTY COMPENSATION AND DEVELOPMENT (ELECTED)

Dean of the Faculty (*Chair*), Peter Bloom (1985), Gary Niswonger (1985), Robert Merritt (1986), Charles Staelin (1986), Hans Vaget (1986).

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### COMMITTEE ON GRIEVANCE (ELECTED)

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Philip Green (*Chair*), David Ball, Leonard Berkman, Joan Garrett-Goodyear, one member elected from the Community Policy Committee.



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(ELECTED)

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FACULTY COUNCIL (ELECTED)

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MARSHALS COMMITTEE

Lawrence Fink, Dorothy Stahl (*College Marshals*), Rita Benson, Louis Cohn-Haft, Mary Laprade, Caryl Newhof, Margaret Shook, William Van Voris.

## HISTORY OF SMITH COLLEGE

Smith College began in the conscience of a New England woman. The sum of money with which the first land was bought, the first buildings erected, and the foundations of the endowment laid was the bequest of Sophia Smith who, finding herself at the age of sixty-five the sole inheritor of a large fortune, left it for the founding of a college for women because after much perplexity, deliberation, and advice, she had concluded that in this way she could best fulfill a moral obligation.

The advice had its inception in the mind of a New England minister. From John Morton Greene, Sophia Smith received suggestions which she pondered and discussed, and from among which she finally accepted that which we must acclaim as the wisest and most beneficent. The idea that Mr. Greene presented and Sophia Smith adopted is clearly expressed in a passage in Sophia Smith's will that must be regarded as their joint production, drafted by him, amended and approved by her. The language is as follows:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our Colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

Later, after enumerating the subjects which still form a vital part of the curriculum of the College, she adds: "And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of woman. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor, now withheld from them." She further directed that "without giving preference to any sect or denomination, all the education and all the discipline shall be pervaded by the Spirit of Evangelical Christian Religion."

When one considers what would today be regarded as the somewhat narrow and puritanical type of culture in which the authors of these sentences were living, one cannot fail to be impressed by their wisdom, liberality, and farsightedness. The general terms in which the purposes of women's education are defined are perfectly valid today. Provision is made for change of outlook and development in the scope of education. While the fundamentally religious interest of the founder is stressed, the College is kept clear of entanglement with institutional Christianity.

### I

It is one thing to state an ideal and give a commission, it is another to carry them out. Laureus Clark Seelye in 1873 undertook the presidency of the new college, and in 1875 Smith College was opened with fourteen students. His inaugural address

## HISTORY OF SMITH COLLEGE

laid down the main lines of educational policy on which the new college was to run, and again it is amazing to note how little these have to be modified to describe the College of today. There is the same high standard of admission, matching that of the best colleges for men, the same breadth in the curriculum, the same interest in literature, art, music, and what are now classed as the natural and social sciences. What we are less likely to note is the faith needed to establish these standards and to stick to them in an atmosphere of skepticism and ridicule.

For thirty-five years President Seelye carried the College forward. Its assets grew from the original bequest of about \$400,000 to over \$3,000,000; its faculty from half a dozen to one hundred twenty-two; its student body from fourteen to 1635; its buildings from three to thirty-five. These figures are a testimony to his remarkable financial and administrative ability; yet they are chiefly important as symbols of a greater achievement. With few educational theories—none of them revolutionary—he had set going a process for the molding of the minds and spirits of young women, had supervised the process for a generation, and had stamped upon several thousand graduates the mark of his own ideals and his own integrity.

### II

It is hard to follow the king, and the problem which faced President Seelye's successor was no easy one. The growth of the College had acquired a strong momentum, and numbers increased of themselves; Marion LeRoy Burton's task was to perfect the organization for taking care of these numbers. This meant the modernizing of the business methods of the administration, the improvement of the ratio of instructors to students, the raising of salaries to retain and improve the staff, the providing of more adequate equipment, and the revision of the curriculum. The seven years of his service saw the further growth of the College to over 1900 students, the increase of its assets by over \$1,000,000, and substantial progress in educational efficiency. The business reorganization was well begun when in 1917 President Burton accepted the presidency of the University of Minnesota.

### III

Now one of the largest women's colleges in the world, Smith College faced problems which it shared with both colleges and universities. President William Allan Neilson set about to develop all the advantages which only a large institution can offer, and at the same time to avoid any disadvantages which might be inherent in the size of the institution. While the number of instructors was constantly increased, the number of students was held to approximately two thousand. With the construction of further dormitories, each one of them housing sixty or seventy students in accordance with the original "cottage plan" of the founders, it became possible for all students to live "on campus." An expanded administrative system provided a separate Dean for each college class, a staff of five resident physicians, and a Director of Vocational Guidance and Placement. In addition, the curriculum was revised

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under President Neilson's guidance in order to provide a pattern still familiar in institutions throughout the country: a broad general foundation in various fields of knowledge followed by a more intensive study of a major subject.

There were other innovations. The School for Social Work resulted from a suggestion that the College give training in psychiatric social work and thus serve in the rehabilitation of veterans of World War I. The Smith College Day School and the Elisabeth Morrow Morgan Nursery School gave students in education a field for observation and practice teaching. The Junior Years Abroad, Special Honors programs, and interdepartmental majors in science, landscape architecture, and theatre added variety and excitement to the course of study.

Yet the great contribution of President Neilson's long administration did not lie in any of these achievements or in their sum. In his time Smith College came to be recognized in America and abroad not only as a reputable member of the academic community but as one of the leading colleges of this country, whether for men or women. Its position in the front rank was established. Its size, its vigor, the distinction of its faculty, and the ability of its alumnae were factors in this recognition; but a certain statesmanlike quality in its President had much to do with bringing it to the fore whenever academic problems were under discussion. Wherever Mr. Neilson went, his ability to penetrate to the heart of a question helped to clarify thinking, dissipate prejudice, and foster agreement; and the College rose with him in the estimation of the educational world and of the country.

### IV

The fourth administration of Smith College began, like the third, in a time of international conflict, under the cloud of wars and rumors of wars. President Neilson retired at the end of the academic year 1938-39; during the interregnum Elizabeth Cutter Morrow served her college as Acting President and earned its deep gratitude. At the opening of the year 1940-41, President Herbert Davis, formerly Professor of English at the University of Toronto and at Cornell University, took office.

The College went into year-round session in order to allow for acceleration on an optional basis; members of the faculty and staff were called into many fields of government service. The Navy Department invited Smith College to provide facilities for the first Officers' Training Unit of the Women's Reserve, and between August, 1942, and the closing of the school in January 1945, more than ninety-five hundred women received their commissions.

After the war, the College returned to its regular calendar, and a revised curriculum proposed by a faculty committee was adopted. Much-needed building projects

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NOTE:—Among the sources of this account are the historical addresses given by President William Allan Neilson on the Fiftieth Anniversary and by Ada Comstock Notestein '97 (former Dean of Smith and President of Radcliffe) on the Seventy-Fifth Anniversary of the College.



## HISTORY OF SMITH COLLEGE

were carried out. Among them was a new heating plant and the establishment of a student recreation hall which, at the request of the students, was named Davis Center in honor of their president, shortly before he left in June, 1949, to accept a post at Oxford University.

### V

The anniversary year 1949-50 opened under President Benjamin Fletcher Wright, formerly Professor of Government at Harvard University and Chairman of that University's Committee on General Education. The Inauguration of the President and the Convocation in honor of the seventy-fifth year, held jointly on the 19th and 20th of October, were marked in word and spirit by recognition not only of the brilliant record of the past but of a great responsibility toward the future. "Our legacy is not narrow and confining," said Mr. Wright. "The founders of this College faced their own times with courage, and they had confidence that later generations would advance their work. We shall be faithful to that trust only if we carry on our heritage in their spirit." At the end of the year this confidence was notably demonstrated in the successful completion of the Seven Million Dollar Fund representing four years of devoted effort on the part of alumnae, students, and friends of the College.

Among the achievements of President Wright's administration were the introduction of interdepartmental courses and the expansion of the honors program. In spite of increasing financial burdens the economic situation of the College was improved, faculty salaries were increased, and the College received a large gift to be used for a new faculty office and classroom building to be named in the President's honor. After ten years in office, Mr. Wright resigned in order to resume teaching and research in the field of constitutional law.

### VI

The sixth administration of the College was assumed in the fall of 1959 by Professor Thomas Corwin Mendenhall, who came to Smith College from the Department of History at Yale University where his most recent administrative posts had been Master of Berkeley College and Director of the Master of Arts in Teaching Program.

In President Mendenhall's administration, the curriculum was once again reexamined and revised to adjust it to the changing needs of an increasingly well-prepared student body. No longer were specific courses required for graduation, and emphasis was placed on the interests and capacities of the individual student, through departmental honors programs, the Smith Scholars program, and independent study. Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts broadened their previously established Five College Cooperation to make available to their students and faculties a variety of jointly sponsored facilities and opportunities (see p. 23). The Clark Science Center, expanded and renovated in 1966, now provided the College with modern facilities for teaching and

## HISTORY OF SMITH COLLEGE

research in the Sciences; the Mendenhall Center for the Performing Arts united a new theatre and studios for work in theatrical production and the dance with the Werner Josten Library, which served the Departments of Music and Theatre. The Fine Arts Center furnished new quarters for the Museum of Art, the Art Library, and both the history and the studio teaching programs of the Department of Art. In January, 1975, ground was broken for the addition to the Scott Gymnasium.

In 1971 the Augmented College Planning Committee, including representatives from the Faculty, the Board of Trustees, the Students, and Alumnae Association, and the Administration, submitted their report on "Smith College and the Question of Coeducation." The response was a reaffirmation of Smith as a women's college. The College, by vote of the Faculty and Trustees, confirmed that its leading purpose is the education of women, which it finds to be consistent both with the intention of its founders and with the needs of the present time;

affirmed that experience with the Five College and Twelve College Exchanges has shown that these programs expand the academic opportunities open to Smith students and offer many of the advantages of coeducation without weakening the character of the College as an institution primarily for women;

decided to maintain the character of the College as predominantly for women. Men should not be admitted to candidacy for the bachelor's degree. Men admitted to residence on the campus as visiting students should be limited to one year in residence. The number of men in residence should continue to be a distinctively small proportion of the total number of undergraduates;

agreed that, because of the question of coeducation and other considerations, both academic and financial, the College should engage in the most careful exploration with the other colleges of the Valley of the possibility of much closer cooperation than now exists, while encouraging each college to maintain its own identity and character;

resolved that, within the limitations set by its principal commitment to undergraduate education and by the financial resources available to it, the College should actively seek ways in which it can contribute to the further improvement of the status of women and can encourage its students to develop and exercise their full potential as members of society.

1974-75 marked the Centennial Year of Smith College, and in September, 1974, the seven-year capital campaign goal of \$45 million was achieved and surpassed by more than \$1 million. In June, 1975, Mr. Mendenhall retired after sixteen years in office.

## VII

The seventh administration of Smith College, which coincided with the beginning of the College's second century, began in the fall of 1975 when Jill Ker Conway took office. President Conway, formerly Vice President, Internal Affairs at the University

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of Toronto, was the first woman to be named President of Smith College. The new Ainsworth Gymnasium and the renovated Scott Gymnasium were opened in January and dedicated in February, 1977. Friedman House, a townhouse complex with thirteen units, was opened in January, 1978, as a new residential facility for students. In January, 1981, the \$40 million capital campaign goal was achieved and surpassed. The completion of the William Allan Neilson Library addition and renovation project was celebrated in November, 1982, and the renovated Alumnae Gymnasium was dedicated in May, 1983.

The growth of Smith College is evident enough in the contrast between the small beginnings and the present achievement: between the original corner lot of thirteen acres and a campus of 400 acres, including the astronomy observatory site in Whately; between Sophia Smith's legacy of \$400,000 and total assets of \$221,129,331; between the first class of fourteen and the 1982-83 enrollment of 2,883; between the eleven graduates of 1879 and an alumnae roster of approximately 44,000. Expansion has meant no change in the ideals set for the College by the founders and carried on by all the great company who have loved and worked for Smith College. By putting quality first, by coveting the best, by cherishing the values for which the College has always stood, those who serve it now are united in devotion and in commitment with all who have served it in the past. It is this corporate loyalty which has always been, and will continue to be, the abiding strength of Smith College.

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### THE WILLIAM ALLAN NEILSON CHAIR OF RESEARCH

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

KURT KOFFKA, PH.D. *Psychology*. 1927-32.

G. ANTONIO BORGESE, PH.D. *Comparative Literature*. 1932-35.

SIR HERBERT J. C. GRIERSON, M.A., LL.D., LITT.D. *English*. Second semester, 1937-38.

ALFRED EINSTEIN, DR. PHIL. *Music*. First semester, 1939-40; 1949-50.

GEORGE EDWARD MOORE, D.LITT., LL.D. *Philosophy*. First semester, 1940-41.

KARL KELCHNER DARROW, PH.D. *Physics*. Second semester, 1940-41.

CARL LOTUS BECKER, PH.D., LITT.D. *History*. Second semester, 1941-42.

ALBERT F. BLAKESLEE, PH.D., SC.D. (HON.) *Botany*. 1942-43.

EDGAR WIND, PH.D. *Art*. 1944-48.

DAVID NICHOL SMITH, M.A., D.LITT. (HON.), LL.D. *English*. First semester, 1946-47.

DAVID MITRANY, PH.D., D.SC. *International Relations*. Second semester, 1950-51.

PIETER GEYL, LITT.D. *History*. Second semester, 1951-52.

WYSTAN HUGH AUDEN, B.A. *English*. Second semester, 1952-53.

ALFRED KAZIN, M.A. *English*. 1954-55.

HARLOW SHAPLEY, PH.D., LL.D., SC.D., LITT.D., DR. (HON.) *Astronomy*. First semester, 1956-57.

PHILIP ELLIS WHEELWRIGHT, PH.D. *Philosophy*. Second semester, 1957-58.

KARL LEHMANN, PH.D. *Art*. Second semester, 1958-59.

ALVIN HARVEY HANSEN, PH.D., LL.D. *Economics*. Second semester, 1959-60.

PHILIPPE EMMANUEL LE CORBEILLER, DR.-ÈS-SC., A.M. (HON.) *Physics*. First semester, 1960-61.

EUDORA WELTY, B.A., LITT.D. *English*. Second semester, 1961-62.

DÉNES BARTHA, PH.D. *Music*. Second semester, 1963-64.

DIETRICH GERHARD, PH.D. *History*. First semester, 1967-68.

LOUIS FREDERICK FIESER, PH.D., SC.D. (HON.), D.PHARM. (HON.) *Chemistry*. Second semester, 1967-68.

WOLFGANG STECHOW, DR. PHIL., L.H.D., D.F.A. (HON.) *Art*. Second semester, 1968-69.

ROBERT A. NISBET, PH.D. *Sociology and Anthropology*. First semester, 1971-72.

LOUISE CUYLER, PH.D. *Music*. Second semester, 1974-75.



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HERBERT G. GUTMAN, PH.D. *American Studies*. 1977-78.

RENÉE C. FOX, PH.D., LITT.D. (HON.) *Sociology and Anthropology*. First semester, 1980-81.

AUGUSTE ANGLÈS, DOCTEUR ÈS LETTRES. *French*. First semester, 1981-82.

VICTOR TURNER, PH.D. *Religion and Biblical Literature*. First semester, 1982-83.

### THE RUTH AND CLARENCE KENNEDY PROFESSORSHIP IN THE RENAISSANCE

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their long-standing devotion to Smith College, has been held by the following distinguished scholars:

CHARLES MITCHELL, M.A. *Art History*. 1974-75.

FELIX GILBERT, PH.D. *History*. 1975-76.

GIUSEPPE BILLANOVICH, DOTTORE DI LETTERATURA ITALIANA. *Italian Humanism*.  
Second semester, 1976-77.

JEAN J. SEZNEC, DOCTEUR ÈS LETTRES. *French*. Second semester, 1977-78.

HANS R. GUGGISBERG, D.PHIL. *History*. First semester, 1980-81.

ALISTAIR CROMBIE, PH.D. *History of Science*. Second semester, 1981-82.

JOHN COOLIDGE, PH.D. *Architecture and Art History*. Second semester, 1982-83.

HOWARD MAYER BROWN, PH.D. *Music*. First semester, 1983-84.

## GENERAL INFORMATION

Community life and interests are an integral part of the education offered by Smith College. A large number of student organizations—of an athletic, civic, cultural, political, pre-professional, religious, service, or social nature—have the lively support of interested members of the student body to whom they give valuable experience. For some of these activities, such as the largely autonomous student government and the various campus publications, the students themselves are almost wholly responsible; for others, such as the formal musical activities, faculty direction is provided.

Life on the campus is also enriched by an extensive program of lectures and concerts which bring to the College distinguished speakers and musicians from this country and abroad. Additional lectures, concerts, recitals, plays, films, exhibitions, and panels by both the faculty and the students make for a full and varied calendar. This wealth of activities on the campus is further enhanced by numerous opportunities to attend or participate in programs at the other institutions in the Valley.

Faculty and student legislation relating to residence and attendance is printed in full in the *College Handbook*.

### THE HOUSES

The basic unit of the campus community is the college house. Houses accommodate from 15 to 90 students who, in most cases, represent all four classes. Room assignments of incoming students are made in random order with preference given to Early Decision acceptances. A student may move from one house to another each year, and the order of assignment after the freshman year is determined by lot.

Except for a few smaller houses which are grouped together to make a single unit, each college house has its own living room and dining room. Each unit has a Head Resident who provides for the welfare of the house members and does certain administrative duties for the house. In some houses there is also a resident member of the faculty. Social regulations governing life in the houses are administered by the Student Government Association. Every student is expected to contribute up to four hours a week of light service to the house in addition to taking care of her own room. No special diets are provided except by arrangement with the College Health Service.

Smith is a residential college. Except for students who are living at home locally, students reside in college houses. A limited number of juniors and seniors are permitted to live off campus each year; selection is determined by lot.

### HEALTH

The Health Service, directed by the College Physician, is attended by a medical staff of four physicians and one part-time psychiatrist. The services of specialists are readily available in Northampton and Springfield for consultation in cases of unusual or serious illness. The Student Counseling Service, headed by the psychiatrist and staffed by full-time and part-time counselors, provides confidential counseling for students who are concerned about personal problems. As part of its emphasis on the promotion of well-being and preventive medicine, the Health Service staff includes a full-time Health Educator.

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The Health Service is contained in the Elizabeth Mason Infirmary Building. The Counseling Service has offices on the first floor in the East Wing. In addition to physicians and administrative personnel, the Health Service staff includes both a laboratory and x-ray technician and licensed nurse practitioners.

An Intermediate Health Care Facility is located on the second floor of the Infirmary. Students who do not need to be referred to an acute care hospital but whose conditions warrant 24-hour medical supervision may be admitted to the Smith Facility by a college physician. There is no charge for the Intermediate Health Care Facility.

The College has its own insurance plan, underwritten by Blue Cross-Blue Shield, which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting her over a twelve-month period whether or not she is in residence at college. Although participation is optional, students are urged to take out the College's insurance since other insurance plans often do not provide the extent of coverage for both in- and outpatient services that the college plan does. If the student does not have college insurance, she must have protection under some other plan and must furnish the Treasurer's Office with the name and address of the insurance carrier and the student's membership number, prior to registration.

Outpatient services provided in the Doctors' Office (D.O.) include examination and treatment by the college physicians. Treatment includes some medicines, heat treatment such as hydrocollator and whirlpool baths, injections for desensitization as requested by a student's own physician, and, in addition, most immunizations needed for foreign travel. Some orthopedic appliances, such as crutches, canes, and slings, are available on loan or on a charge basis.

In the interest of individual and community health, every student admitted to the College is expected to comply with the health regulations outlined in the *College Handbook* and must submit a completed health report to the Smith College Health Service before enrollment. Completion of the health report requires:

1. Information supplied by a qualified medical doctor on a Health Service form based upon a recent physical examination, urinalysis, and hemoglobin test.
2. An intradermal tuberculin test which, if positive, must be followed by a chest x-ray to verify freedom from active tuberculosis.
3. Rubella vaccination or proof of immunity.
4. Poliomyelitis immunization.

In addition, a physical examination by a college physician is required if a student wishes to participate in intercollegiate sports or certain exercise and sport programs, or is accepted for a Junior Year Abroad program.

The college doctors and counselors are always available for counseling and conferences with students. The College may require the withdrawal of any student who, in the opinion of the College Physician or Coordinator of the Counseling Service, has any illness or condition which might endanger the health or welfare of



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any student or which is such that it cannot be effectively treated or managed while the student is a member of the college community.

## CAREER COUNSELING

The Career Development Office offers individual and group counseling to students and alumnae. It provides an extensive career resource library, speakers and panel discussions on career-related topics, January and summer work experiences, career exploration opportunities, and on-campus interviews with graduate schools and potential employers. At the Career Development Office, students and alumnae can practice interviewing on videotape and can create and update résumés and cover letters on our own in-house word processor. The Career Development Office helps with all phases of career development: self-assessment, career exploration, and application for employment or graduate study. The Career Development Office staff is available to assist students and alumnae throughout the year.

## RELIGIOUS LIFE

The Helen Hills Chapel is a place where religious and social concerns are given expression. There are services of worship in the Protestant, Catholic, and Jewish traditions each week. The Ecumenical Christian Church, Newman Association, and B'nai B'rith Hillel Foundation all present other programs of religious, ethical, and cultural interest during the academic year. Other student religious groups are encouraged to meet in the Chapel and to use its facilities for their programs. Area churches, synagogues, and other religious communities also make a special effort to welcome students to their services and programs.

The chaplains are available to the college community for religious and personal counsel at their offices in the Bodman Religious Center, downstairs in the Chapel. The Bodman Center also includes a lounge and an extensive collection of books and periodicals of religious interest.

The Smith College Choir and Chorale rehearse regularly in the Chapel. These choirs, as well as the Chamber Choir and Genesis Gospel Choir, sing frequently at services of worship and at concerts on the Smith College campus and elsewhere.

## VOLUNTARY SERVICE

The Service Organizations of Smith (S.O.S.), also located in the Chapel, places students in volunteer service projects at approximately 30 community-based organizations throughout the Northampton area. In addition, S.O.S. mounts an extensive fund-raising effort each year for the support of local, national, and international charitable projects.

## NON-DISCRIMINATORY POLICY

Smith College admits the students of any race, color, creed, handicap, or national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the



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basis of race, color, creed, handicap, or national origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other programs administered by the College.

## BUILDINGS AND GROUNDS

COLLEGE HALL, dedicated in 1875 at President Seelye's inauguration, originally contained all the facilities of the College except for housing. It continues to serve as the main administration building. The tower houses the 47-bell Dorothea Carlile Carillon presented by her family as a memorial to Dorothea Carlile of the Class of 1922. The BUSINESS ADMINISTRATION ANNEX is located at 30 Belmont Avenue.

JOHN M. GREENE HALL, named in honor of the Reverend John M. Greene, Sophia Smith's principal adviser in the founding of the College, is a large auditorium built in 1910 with gifts from John D. Rockefeller and other donors. It seats 2066 with additional seating space on the stage. The four-manual Austin organ of seventy stops, built in 1910, was presented by the Class of 1900 as a memorial to Cornelia Gould Murphy. A two-manual Andover tracker organ of ten stops, built in 1975, was presented by Clementine Miller Tangeman in memory of Elsie Irwin Sweeney '10.

ELIZABETH DREW HALL was acquired by Smith College in 1960 and served as a student residence until 1976. It has since been renovated to house the Office of Admission and five faculty offices. It is named after Elizabeth Drew (1887-1965), author, critic, and poet, who taught at Smith from 1946 to 1961.

THE WILLIAM ALLAN NEILSON LIBRARY, the gift of Andrew Carnegie, alumnae, and friends, was built in 1909 and enlarged in 1937 and again in 1962. A major expansion and renovation of the Library was completed in early 1982. In addition to the major portion of the collection of the Smith College Library, it houses carrels and studies for students and faculty offices.

The Smith College Library contains over 900,000 volumes, this number including those books and periodicals housed for greater convenience in the libraries of the fine arts, performing arts, and science centers; over 2,722 current periodicals; and 87 newspapers. All libraries operate on the open-stack system.

THE HELEN HILLS CHAPEL, completed in 1955, provides a place for public worship and private meditation. The Clara P. Bodman Religious Center, located in the Chapel, contains a lounge and library, a choir room, offices for the chaplains and campus religious organizations, and headquarters for campus social service activities. The three-manual Aeolian-Skinner organ of thirty-nine stops, built in 1955, was presented by Mrs. Hills as a memorial to her husband, James Mandley Hills.

PIERCE HALL, built in 1882 as Music Hall, served as the home of the Department of Psychology from 1924 to 1967 and is named in memory of Professor Arthur Henry Pierce of that department. It now contains administrative offices, the Career Development Office, classrooms, and faculty offices.

LILLY HALL, given in 1886 by Alfred Theodore Lilly as a Hall of Science, was used for that purpose until the completion of the new Science Center in 1966. It now contains the offices of the School for Social Work and the Smith Management

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Program, the Word Processing Center, administrative offices, classrooms, and the M'Wangi Cultural Center.

CLARK HOUSE, acquired by the College in 1888, served as a student residence from 1908 until 1983. It was renovated during the summer of 1983 and now houses the Development Office.

SEELYE HALL, given in 1899 by friends of President Seelye, contains 24 classrooms, a computer terminal room, faculty offices, the Center for Academic Assistance, the Center for Academic Computing, spaces for certain student activities, and the bookstore.

HATFIELD HALL, built in 1877 as Hatfield House and named for the town where Sophia Smith had spent her life, became an academic building in 1926. It provides seminars and classrooms, conversation rooms for the modern languages, and faculty offices.

WRIGHT HALL, completed in 1961 and named for President Wright, contains 51 faculty offices, eight seminar rooms, a language laboratory, the Jahnige Social Science Research Center, a conference lounge, and a lecture hall seating 404. TYLER ANNEX and 10 PROSPECT STREET contain an additional 22 faculty offices.

THE MENDENHALL CENTER FOR THE PERFORMING ARTS, named for President Mendenhall, is a quadrangle consisting of Sage Hall, built in 1924, and buildings completed in 1968, including the Theatre Building, the Berenson Studio, and the Werner Josten Library. The tower, given in memory of Florence Jeffrey Carlile '93, contains a peal of eight bells hung for change ringing.

THE THEATRE BUILDING includes two theatres and such supporting facilities as a costume studio, a design studio, a sound studio, a television studio with separate control room, and makeup, dressing, and storage rooms, as well as a scene shop, student lounge, and Green Room. The main theatre, Theatre 14, given in honor of the Class of 1914 by a member of the class, seats 460 and is fully equipped for student use. The Hallie Flanagan Studio Theatre, named in honor of Hallie Flanagan Davis, a former Dean of the College, permits experimentation with a variety of stage presentations through the use of movable seats for a maximum of 200 persons.

THE BERENSON STUDIO, named in memory of Senda Berenson Abbott, the College's first Director of Physical Training, provides accommodations for both individual and class instruction in two dance studios. The larger contains a viewing gallery and equipment for dance demonstrations.

THE WERNER JOSTEN LIBRARY, named in memory of Professor Josten of the Department of Music, houses the collections of the Smith College Library related to the performing arts, including 22,500 books, 32,500 scores, 40,500 sound recordings, 400 periodicals, and 1,450 slides. Rooms for individual and group listening, as well as reading rooms, are provided.

SAGE HALL, named in honor of Mrs. Russell Sage, contains the classrooms, offices, practice rooms, and listening rooms of the Department of Music. It also has

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an auditorium seating 743, which is used for recitals, lectures, and motion pictures, and a small classroom theatre.

THE CLARK SCIENCE CENTER, given by Mrs. W. Van Alan Clark (Edna McConnell '09) and other donors, comprises a completely renovated Burton Hall and two new buildings, McConnell Hall and Sabin-Reed Hall. The Center meets the most exacting specifications for modern scientific experimentation and equipment. In addition to formal class laboratories, there are areas for graduate and advanced undergraduate research. Each instructor has his or her own office and laboratory. All departments share the use of an auditorium seating 200, general classrooms and seminar rooms, a radiation laboratory, quarters for animals, a machine shop, a stock room, and special equipment.

BURTON HALL, named for President Burton, was built in 1914 and reopened after renovation in 1967. It contains the Department of Psychology, most of the Department of Geology, and the administrative offices of the Clark Science Center.

McCONNELL HALL, opened in December 1965, was named in memory of David McConnell. It houses the Departments of Astronomy, Mathematics, and Physics, a computer terminal room, a large lecture hall, and classrooms.

SABIN-REED HALL, named for Dr. Florence Sabin '93 and Dr. Dorothy Reed Mendenhall '95, was completed in September 1966. It contains the Departments of Chemistry and Biological Sciences and part of the Department of Geology, as well as the Science Library of 96,427 volumes (6,603 on microfilm).

THE LYMAN PLANT HOUSE, given in 1896 in memory of Anne Jean Lyman, includes greenhouses illustrating the vegetation of different climates and spaces for teaching and experimentation in horticulture and plant physiology. An addition to the building and extensive renovations were completed in the spring of 1981. Adjoining it is the BOTANIC GARDEN designed for horticultural study, with sections to illustrate plant classification and habits. Arranged about the college grounds are smaller gardens and numerous varieties of native and imported trees and shrubs.

THE OBSERVATORY, located in West Whately, was completed in 1964. It contains a 16-inch reflecting telescope used for advanced teaching and research. A smaller telescope and other instruments for undergraduate teaching are installed on the roof of McConnell Hall.

THE FINE ARTS CENTER, completed in the fall of 1972, includes Tryon Hall, Hillyer Hall, and Graham Hall, grouped about a central Sculpture Court.

TRYON HALL, named in memory of Dwight W. Tryon, houses the Smith College Museum of Art. In addition to galleries for the permanent collection and special exhibitions, it includes storage areas for paintings and other works of art, a conservation room, offices, a record center, and a conference lounge.

HILLYER HALL, named for Winthrop Hillyer, contains teaching studios for architecture, design, drawing, graphics, painting, photography, sculpture, and typography, as well as classrooms and study rooms for the history of art, faculty offices and



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studios, a shop, and student and staff lounges. It also houses the Hillyer Art Library of more than 42,000 volumes and 67,000 photographs.

GRAHAM HALL, named for Christine A. Graham '10, is a large multipurpose hall suitable for lectures, exhibitions, and multimedia presentations.

STODDARD HALL, built in 1899 and enlarged in 1918, was named in honor of John Tappan Stoddard, Professor of Physics and of Chemistry. It now contains the Office of Public Relations, Student Government Association offices, a classroom, and two seminar rooms.

GILL HALL and FORT HILL HOUSE are used by the Department of Education and Child Study for the Smith College Campus School. Gill Hall, built in 1918 and named for relatives of Bessie T. Capen, was one of five buildings of the former Capen School acquired by the College in 1921 as a bequest of Miss Capen. Enlarged in 1964 by the addition of eight modern classrooms, it contains also the library, art room, music room, science laboratory, and gymnasium of the elementary school. The pre-school is housed at Fort Hill House. MORGAN HALL, named for Elisabeth Morrow Morgan '25, contains offices and classrooms for the department.

THE ALUMNAE GYMNASIUM was given by alumnae and their friends in 1891. The building has been renovated to house the Smith College Archives, The Sophia Smith Collection, and a Nonprint Resources Center.

THE SCOTT GYMNASIUM, built in 1924 and named in honor of Colonel Walter Scott, contains a gymnasium for basketball, volleyball, and badminton, areas for dance, weight training, and general recreation, particularly table tennis and billiards, a research laboratory, and faculty offices.

THE AINSWORTH GYMNASIUM, named for Dorothy Sears Ainsworth, a member of the Class of 1916 and Director of Physical Education from 1931-1960, was completed in 1977. Attached to Scott Gymnasium, it contains a swimming pool named in honor of Dorothy Upjohn Dalton '14, six squash courts, a large gymnasium floor, one classroom, student and faculty lounges, and the office of the Director of Athletics and the administrative offices of the Department of Exercise and Sport Studies.

THE RECREATION FIELDS, over 30 acres in extent, including the Allen Field, the gift of Frank Gates Allen, and the Athletic Field, afford opportunities for such sports as hockey, soccer, softball, lacrosse, tennis, archery, volleyball, and practice golf. A short distance away are the RIDING STABLES and INDOOR RIDING RING. THE FIELD HOUSE was built in the summer of 1939 with funds given by the Classes of 1938 and 1939, the undergraduates, the Athletic Association, and the Trustees. Besides space for storage, it contains a lounge and kitchenette. The BOATHOUSE and the CREW HOUSE on Paradise Pond, built in 1910-11, have accommodations for canoes, rowboats, sailboats, and rowing shells, as well as a large recreation room used principally for dance.

DAVIS STUDENT CENTER, the student recreation building, built in 1898 and acquired under the will of Bessie T. Capen in 1921, contains a food shop and lounge area, TV room, student radio station, ballroom, and committee rooms for student organizations. It was named by the students in honor of President Davis. CAPEN ANNEX is an



## GENERAL INFORMATION

adjacent building housing the offices of student publications and other student organizations.

HAMPSHIRE HOUSE, in one half, is the headquarters of students who live at home and includes a large living room with kitchenette, a study room, and dressing facilities. There are similar facilities for Ada Comstock Scholars in the other half of the building.

ELIZABETH MASON INFIRMARY BUILDING, which commemorates Elizabeth Mason Howland '04, was opened in 1919. The Florence Gilman Pavilion was added while Smith was host to the Naval Officers' Training School and enlarged in 1950-51. The offices of the medical staff and of the counseling service are housed in the infirmary building, as well as an Intermediate Health Care Facility.

THE ALUMNAE HOUSE, presented to the College by the Alumnae Association in 1938, contains offices for the staff of the Association and a variety of meeting rooms for the use of the alumnae and College, including a conference room seating 225.

THE FACULTY CENTER, given by the members of the Board of Trustees in 1960, includes a dining room, a lounge, and several meeting rooms.

THE PRESIDENT'S HOUSE, built in 1920 on a hillside looking over Paradise Pond toward Mount Tom, is designed to be suitable for official college functions as well as for residential purposes.

THE SERVICES AND STORES BUILDING, built in 1899 and acquired in 1946, contains the offices of the Department of Physical Plant and a variety of shops and storage areas. Nearby are the Central Heating Plant, built in 1947, and the Central Refrigeration Plant, added in 1967.

THE COLLEGE LAUNDRY, a fully-equipped laundry plant, built in 1921, offers its services to members of the college community.

### THE COLLEGE HOUSES

The 38 residence units provide living accommodations for approximately 2300 students.

THE OLD CAMPUS: Chapin, Dewey, the Hopkins group (three neighboring houses), Hubbard, Lawrence, Morris, 150 Elm Street, Tenney (a cooperative house for upperclassmen), Tyler, Washburn, and two houses, Haven and Park, sharing dining facilities with Wesley and Park Annex, respectively.

THE CAMPUS NORTHEAST OF ELM STREET: Albright, Baldwin, Capen, Cutter, Dawes (the French House), Eleanor S. Duckett, Friedman (a townhouse complex for upperclassmen), Gillett, Hover (a cooperative house for upperclassmen), Lamont, Mary Ellen Chase (for seniors), Northrop, Oak, Parsons, Sessions and Sessions Annex, Talbot, Ziskind.

THE QUADRANGLE HOUSES: Comstock, Cushing, Ellen Emerson, Franklin King, Gardiner, Jordan, Laura Scales, Martha Wilson, Morrow, Wilder.

## THE ATHLETIC PROGRAM

LAWRENCE A. FINK, ED.D., *Professor of Education and Child Study and Director of Athletics*

JAMES BABYAK, MA., *Associate Director for Intercollegiate Athletics*

CHRISTINE JANE DAVIS, M.S., *Associate Director for Intramural Athletics*

MARJORIE ANN KING, M.S., *Athletic Trainer*

COACHES: JAMES BABYAK, M.A., *Coach of Basketball and Soccer*

KIM G. BIERWERT, B.A., *Coach of Swimming and Diving*

JACQUELINE SCHMIDT BLEI, M.S., *Coach of Field Hockey and Lacrosse*

CHRISTINE JANE DAVIS, M.S., *Coach of Tennis*

PETER A. DE VILLIERS, PH.D., *Associate Professor of Psychology and Assistant Coach of Track and Field*

GENE GOLDSTEIN, D.M.D., *Coach of Squash*

SUZANNE GRAY-MIECZKOWSKI, M.ED., *Coach of Riding*

MARY JANE GRINAKER, B.S., *Coach of Cross Country and of Track and Field*

KATHRYN E. KEELER, B.A., *Coach of Crew*

BONNIE STEWART MAY, B.S.E., *Coach of Softball and Volleyball*

JOHN M. PARSONS, M.D., *Coach of Skiing*

CAROLYN RIDDEL RUDD, B.S., *Coach of Gymnastics*

The Athletic Program offers opportunities for athletic participation to all students of the College, both at the intercollegiate and intramural levels. Students interested in athletic instruction should consult the Exercise and Sport Studies Department, p. 105.

Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries concerning intercollegiate athletics and the intramural program should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, Massachusetts 01063.

### A. INTERCOLLEGIATE ATHLETICS

The emphasis of the intercollegiate program is on the pursuit of athletic excellence and the enjoyment of competition with other highly skilled players. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern Association for Intercollegiate Athletics for Women (EIAIW), although the College's schedules include many contests with Division I and II institutions.

In 1983-84, the College will field the following intercollegiate teams:

*Basketball.* Season: November-March. Practice hours: M T W Th F 4-6. James Babyak.

*Crew.* Season: September-May. Practice hours: M T W Th F 2-6. Kathryn E. Keeler.

*Cross Country.* Season: September-November. Practice hours: M T W Th 4-6, F 3-5. Mary Jane Grinaker.

## THE ATHLETIC PROGRAM

- Field Hockey.* Season: September-November. Practice hours: M T W Th 4-6, F 3-5. Jacqueline Schmidt Blei.
- Gymnastics.* Season: September-March. Practice hours: To be arranged. Carolyn Riddel Rudd.
- Lacrosse.* Season: February-May. Practice hours: M T W Th 4-6, F 3-5. Jacqueline Schmidt Blei.
- Riding.* Season: September-December, February-May. Practice hours: To be arranged. Suzanne Gray-Mieczkowski.
- Skiing.* Season: November-March. Practice hours: To be arranged. John M. Parsons.
- Soccer.* Season: September-November. Practice hours: M T W Th F 4-6. James Babyak.
- Softball.* Season: March-May. Practice hours: M T W Th 4-6, F 3:30-5:30. Bonnie Stewart May.
- Squash.* Season: October-March. Practice hours: M T W Th 4:30-6, F 3:30-5. Gene Goldstein.
- Swimming and Diving.* Season: September-March. Practice hours for swimming: M T W Th F 3-5; practice hours for diving: M T W Th 5:45-7:30, F 1-3. Kim G. Bierwert.
- Tennis.* Season: September-October, February-April. Practice hours: M T W Th 4-6, F 3-5. Christine Jane Davis.
- Track and Field.* Season: September-May. Practice hours: informal conditioning and technique work (September-December); optional training (January): M T W Th F 4-6 (January 26-April). Mary Jane Grinaker, Peter A. de Villiers.
- Volleyball.* Season: September-November. Practice hours: M T W Th 4-6, F 3:30-5:30. Bonnie Stewart May.

### B. INTRAMURAL ATHLETICS

The intramural program is for all students who want to participate in a competitive program that is recreational but who do not want to make the commitment of time and effort required by varsity athletics. The focus of the intramural program is on interhouse competition. The 38 houses vie with friendly rivalry for tournament championships in badminton, basketball, field hockey, paddle tennis, soccer, softball, squash, swimming, tennis, and volleyball, and in special events such as a Novice Crew Regatta, Head of the Paradise, Campus Run, and the Open Doubles Tennis Tournament. In addition, there is a synchronized swimming club, "Life-guards," which practices all year and gives water shows each spring.

## SUMMARY OF ENROLLMENT, 1982-83

	In Residence	Not in Residence
FRESHMAN CLASS (1986)	679	0
SOPHOMORE CLASS (1985)	651	29
JUNIOR CLASS (1984)	473	245
SENIOR CLASS (1983)	664	31
ADA COMSTOCK SCHOLARS	108	4
NON-MATRICULATED STUDENTS	0	0
TOTALS	2575	309

### GRADUATE STUDENTS

Degree Candidates (full-time)	56
Degree Candidates (part-time)	24
Special Students	11

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SMITH STUDENTS studying in the Junior Year Abroad Programs and students on leave from the College are included in the above totals of students "not in residence."

GUEST STUDENTS on campus included in the above counts: Class of 1983, 2; Class of 1984, 13; Class of 1985, 1.

JUNIOR YEAR ABROAD STUDENTS (Smith/Guests): Paris 40/5; Hamburg 16/1; Geneva 15/11; Florence 8/10.

FIVE COLLEGE STUDENTS taking courses at Smith College: first semester 384; second semester 352.



# GEOGRAPHICAL DISTRIBUTION OF STUDENTS, 1982-83

## UNITED STATES

	Class of 1983	Class of 1984	Class of 1985	Class of 1986	Ada Comstock Scholars	Graduate Students
Alabama	5	2	2	—	—	—
Alaska	3	1	2	—	—	—
Arizona	4	3	—	7	—	—
Arkansas	—	—	1	1	—	—
California	37	40	25	46	1	2
Colorado	6	9	5	4	—	—
Connecticut	65	54	51	42	3	4
Delaware	2	2	3	4	—	—
District of Columbia	6	7	8	2	—	—
Florida	3	5	10	12	—	1
Georgia	4	3	9	4	—	—
Hawaii	2	3	2	3	—	—
Idaho	1	2	—	—	—	—
Illinois	18	16	19	22	—	—
Indiana	3	5	5	9	—	—
Iowa	2	6	4	3	—	—
Kansas	—	4	3	3	—	—
Kentucky	7	3	3	2	—	—
Louisiana	2	2	1	2	—	—
Maine	13	10	12	10	1	1
Maryland	22	19	11	14	—	—
Massachusetts	146	133	119	129	103	50
Michigan	10	13	7	7	—	—
Minnesota	9	8	5	7	—	—
Mississippi	2	—	—	1	—	—
Missouri	10	9	2	4	—	—
Nebraska	1	3	—	—	—	—
Nevada	—	—	2	—	—	—
New Hampshire	15	12	13	16	1	3
New Jersey	49	51	52	57	—	2
New Mexico	1	3	—	—	—	—
New York	91	126	123	111	1	11
North Carolina	4	4	3	1	—	—
North Dakota	—	1	—	—	—	—
Ohio	11	16	17	13	—	2

# GEOGRAPHICAL DISTRIBUTION OF STUDENTS, 1982-83

	Class of 1983	Class of 1984	Class of 1985	Class of 1986	Ada Comstock Scholars	Graduate Students
Oklahoma	2	1	—	—	—	—
Oregon	2	4	2	1	—	—
Pennsylvania	30	28	34	24	—	4
Puerto Rico	2	1	5	6	—	—
Rhode Island	8	9	8	6	—	—
South Carolina	—	1	3	1	—	—
South Dakota	—	—	—	1	—	—
Tennessee	7	4	2	3	—	—
Texas	7	10	13	14	—	2
Utah	—	1	—	3	—	—
Vermont	11	10	9	3	1	1
Virginia	11	19	11	11	—	1
Virgin Islands	1	—	—	—	—	—
Washington	8	5	6	5	—	—
West Virginia	1	1	2	—	—	—
Wisconsin	6	4	6	5	—	2
Wyoming	—	1	—	1	—	—

## FOREIGN COUNTRIES

	Class of 1983	Class of 1984	Class of 1985	Class of 1986	Ada Comstock Scholars	Graduate Students	Total from Country
Argentina	—	—	1	1	—	—	2
Australia	—	1	—	—	—	—	1
Austria	—	—	2	—	—	1	3
Bangladesh	—	1	—	—	—	—	1
Bermuda	—	—	—	1	—	—	1
Burma	—	1	—	—	—	—	1
Canada	2	7	9	7	—	1	26
Chili	—	—	—	1	—	—	1
Colombia	1	—	1	1	—	—	3
Denmark	—	—	1	—	—	1	2
Egypt	1	—	—	—	—	—	1
Ethiopia	1	—	—	—	—	—	1
Federal Republic of Germany	2	—	3	6	—	2	13
France	—	2	2	1	—	1	6

# GEOGRAPHICAL DISTRIBUTION OF STUDENTS, 1982-83

	Class of 1983	Class of 1984	Class of 1985	Class of 1986	Ada Comstock Scholars	Graduate Students	Total from Country
Ghana	—	—	1	1	—	—	2
Greece	1	—	—	1	—	—	2
Hong Kong	1	—	3	2	—	—	6
India	1	3	1	1	—	2	8
Iran	1	—	—	—	—	—	1
Ireland	1	—	—	1	—	—	2
Italy	—	—	1	—	—	1	2
Jamaica	—	1	1	—	—	—	2
Japan	6	—	4	2	—	—	12
Jordan	1	—	—	—	—	—	1
Kenya	1	—	—	1	—	—	2
Korea	8	8	9	6	—	—	31
Liberia	1	—	—	—	—	—	1
Malaysia	1	—	—	2	—	—	3
Mexico	—	—	1	—	—	—	1
Netherlands	—	—	—	1	—	—	1
Nicaragua	1	—	—	—	—	—	1
Nigeria	1	—	—	—	—	—	1
Pakistan	—	1	1	1	—	—	3
People's Republic of China	—	—	2	—	—	2	4
Peru	—	—	—	—	—	2	2
Philippines	2	5	2	3	—	—	12
Saudi Arabia	1	—	—	1	—	—	2
Singapore	—	—	1	—	—	—	1
Spain	—	—	1	1	—	—	2
Sri Lanka	—	2	—	—	—	1	3
Sweden	—	—	—	1	—	—	1
Switzerland	—	1	—	2	—	1	4
Taiwan	—	1	2	3	—	—	6
Thailand	1	—	—	—	—	—	1
Trinidad	—	1	—	1	—	—	2
Tunisia	—	—	—	1	—	—	1
Turkey	1	—	—	1	—	—	2
United King- dom	1	—	2	5	1	1	10
Venezuela	—	1	—	—	—	—	1
Vietnam	—	—	1	—	—	—	1
West Indies	2	1	2	—	—	—	5

# ADMISSION OF UNDERGRADUATES

## SELECTION OF CANDIDATES

Smith College seeks a freshman class of able, motivated students from a wide variety of backgrounds. The students selected are those who give evidence of possessing the particular qualities of mind and purpose which an education in the liberal arts requires and whose qualifications indicate that they will be responsible and contributing members of the community. Both past achievement and capacity for intellectual development are considered.

The estimate by the Board of Admission of the student's ability, motivation, and maturity is not based on a set formula for success but on a careful and thorough review of the candidate's credentials. These include her secondary school record, her rank in class, the recommendations from her school, the results of the College Board Scholastic Aptitude and Achievement Tests, her ability to express herself in writing and in an interview, and other available information. There is no arbitrary limit to the number who will be accepted from any one school or geographic area.

The College allocates a substantial amount of its resources for financial aid to students with demonstrated need and high academic promise. Approximately 65% of the students at Smith receive some form of financial assistance through grants, loans, and/or campus jobs. (See p. 283 for information about grants, loans, and part-time employment.)

The Director of Admission welcomes correspondence with interested candidates, their parents, and school advisers.

## SECONDARY SCHOOL PREPARATION

In planning her high school program, a candidate should consider the ways in which her choices will affect her opportunities and achievement in college. She is encouraged to extend the breadth of her knowledge through work in the basic academic disciplines, including at least four years of English composition and literature, three years of a foreign language (or two years in each of two languages), three years of mathematics, two years of a science, and two years of history. Beyond meeting normal minimum requirements, each candidate is expected to pursue in greater depth the fields which have special importance to her. The Board of Admission evaluates each candidate's achievement in light of the opportunities which are available to her.

No credit is given for courses taken at a college or university prior to the freshman year at Smith. However, such courses might enable a student to enter higher level courses at Smith, on the basis of placement examinations administered during the fall orientation for freshmen, or at the discretion of the department.

## APPLICATION FOR ADMISSION

An application form may be obtained from the Smith College Office of Admission. Instructions concerning the submission of credentials will be sent with the application.



## ADMISSION OF UNDERGRADUATES

There is a \$30 application fee which is not refundable. The fee may be waived in cases of extreme need.

### EARLY DECISION

Candidates who have strong qualifications and wish to designate Smith College as their first choice may request consideration of their applications at the fall meetings of the Board of Admission. Students may initiate applications at other colleges providing they agree to withdraw them if admitted by Smith under the Early Decision Plan.

These applications must be made by November 15 of the senior year, and candidates will be notified of the Board's decision by December 15. Payment of a non-refundable enrollment deposit of \$300 is required of admitted candidates by January 1. Those not accepted in the fall will automatically be reconsidered with the regular applicant group in the spring.

Early decisions are based upon the same general criteria as those made in the spring, except that the records considered reflect only three years of work. The Scholastic Aptitude Test and, if possible, three Achievement Tests should be taken *before the senior year*. However, candidates who have not completed all of the Achievement Tests required may apply with the understanding that they will fulfill the rest of the requirements before completing the senior year.

### REGULAR DECISION

Applications must be made by February 1. Decisions are mailed to candidates in mid-April. Payment of the enrollment deposit must be made by May 1.

### EARLY EVALUATION

Candidates who choose the Regular Decision Plan have the option of requesting an Early Evaluation of their chances of admission by marking the appropriate section of the application form. All of their credentials must be on file in the Office of Admission by January 1. Early Evaluations will be sent in early February and final decisions in mid-April. The Early Evaluation letters will state that admission will probably be offered in mid-April, that the decision will be deferred until the spring, or that it is unlikely admission will be offered. Students who receive positive evaluations will not be asked to make any commitment until May 1. No early appraisal will be made in regard to financial aid. However, students who receive positive evaluations can expect to be aided to the amount of their need.

### ENTRANCE TESTS

Smith College requires the Scholastic Aptitude Test and a minimum of three Achievement Tests, one of which must be in English Composition. The other two tests may be selected from any fields in which the candidate wishes to demonstrate proficiency.

## ADMISSION OF UNDERGRADUATES

Candidates should plan to take the College Board examinations in the junior year for possible use in an Early Decision application or for advisory purposes. All College Board examinations taken through the January test date of the senior year are acceptable. The results of examinations taken after January arrive too late to be included in the decision-making process.

Candidates should apply to take the College Board examinations by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia, and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Handicapped students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Under special circumstances, if a candidate is unable to take the College Board examinations, the tests administered by the American College Testing Program (ACT) are acceptable. For information about ACT tests, a student should write to ACT, P.O. Box 168, Iowa City, Iowa 52240.

## INTERVIEW

Although an interview is not required, it is strongly recommended for all candidates and expected of those who live or attend school within a reasonable distance of the College. The interview provides an opportunity for the candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. Early Decision candidates should have an interview by November 15. Early Evaluation candidates by January 1, and Regular Decision candidates should have an interview by February 1. After that date no interviews are scheduled until mid-March when junior interviews begin. The telephone number of the Office of Admission is (413) 584-0515.

## DEFERRED ENTRANCE

An admitted applicant, who by May 1 has notified the Office of Admission of her intention to attend Smith and has submitted the required deposit, may defer entrance to the freshman class for one or two semesters if she makes this request in writing to the Director of Admission by June 1.

## TRANSFER ADMISSION

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution. The request for the application form should be accompanied by a detailed statement of the student's academic background and her reasons for wishing to transfer.

## ADMISSION OF UNDERGRADUATES

For January entrance, the application must be made by November 15; all credentials must be on file by December 1. For September entrance, the application must be on file by February 15.

Candidates who live or attend college a reasonable distance from Northampton should plan to have an interview by November 15 for January entrance and by February 1 for September entrance.

A transfer student is expected to have a strong academic record and to be in good standing at the institution she is attending. Particular emphasis is placed upon the evidence of achievement in college. The student's program should correlate with the general Smith College requirements given on p. 8 of this catalogue. Other criteria considered include the secondary school record and test results.

Candidates for the degree of Bachelor of Arts are required to spend at least two years in residence at Smith College in Northampton. Students are not permitted to transfer to the junior class and spend the junior or senior year abroad.

### VISITING YEAR AT SMITH COLLEGE

Smith College welcomes a certain number of guest students for one year of study. Well-qualified applicants enrolled in an accredited, four-year liberal arts college in the United States can come to Smith to pursue particular fields of academic interest and to experience the atmosphere of a residential women's college in its New England setting.

Applicants must furnish a transcript of their college work to date, faculty recommendations, and, where required by the home college, tentative approval of their proposed course program. Information and application material may be obtained by writing to Visiting Year, Admission Office, Smith College, Northampton, Massachusetts 01063.

### ADVANCED PLACEMENT

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight semester hours of college credit are recorded for scores of 4 or 5 on Advanced Placement examinations (except for the Mathematics AB examination for which four hours of credit are recorded). With the approval of the Administrative Board, this credit may be used to allow students to carry the minimum three-course load, or to make up a shortage of hours, or to undertake an accelerated course program. A maximum of one year (32 semester hours) of Advanced Placement credit can be counted toward the degree. Students entering with 24 or more hours of Advanced Placement credit may apply for sophomore standing.

The questions of 1) placement in or exemption from Smith courses and/or 2) the use of Advanced Placement credit in fulfilling major requirements will be determined by the individual departments.



## ADMISSION OF UNDERGRADUATES

### INTERNATIONAL STUDENTS

The College welcomes applications from qualified international students. Applicants are advised to communicate with the Director of Admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's total academic background. A limited amount of financial aid is available for international student applicants; *if aid is needed, this fact should be made clear in the initial correspondence.*

### READMISSION

See Withdrawal and Readmission, p. 16.

### ADA COMSTOCK SCHOLARS PROGRAM

The Ada Comstock Scholars Program provides the opportunity for qualified women whose academic careers have been interrupted to complete their work for the Bachelor of Arts degree.

Ada Comstock Scholars take the same courses as and attend classes with Smith undergraduate and graduate students. They may carry full-time or part-time programs of study. Three or more courses is a full-time program. The Program offers special support services for Ada Comstock Scholars, both on an individual and collective basis; it provides a community for students, all of whom are similarly engaged, although their backgrounds, experiences, and ages are extraordinarily varied.

Women who wish to complete the Bachelor of Arts degree must satisfy the same requirements as any other Smith undergraduate.

Further information may be obtained by writing to the Ada Comstock Scholars Program, Smith College.

### HEALTH SERVICES

Information about the College Health Service as it applies to Ada Comstock Scholars may be found on pp. 318-319.

### FINANCIAL AID

Some grant aid is available for Ada Comstock Scholars. Financial assistance is granted on the basis of need and academic promise. Because the College does not have sufficient funds to cover the needs of all qualified candidates, awards are made selectively. Candidates may also be eligible for federal and state educational grants and educational loans from commercial banks and credit unions. Please refer to the section on Financial Aid on p. 283 for further information.



## FINANCIAL AID

No student who wishes to attend Smith College should hesitate to apply for admission because her resources cannot cover the required fees. Financial aid awards from the College are based solely on need, and the College can offer most accepted applicants financial assistance to meet their individual need. An award is usually a combination of grant, campus job, and suggested loan, and all freshmen with documented need are given aid.

Requests for financial aid are held completely confidential and are not made a part of the record used for decisions on admission. Awards to meet computed need are offered to applicants of marked achievement and academic promise, regardless of race, creed, handicap, or color. The extent of individual need is determined from the information submitted to the College Scholarship Service on the Financial Aid Form. Copies of the federal income tax return for the year prior to entrance are required for verification before awards are credited to accounts. International students should request special applications from the Office of Admission. An employer's statement may be used to verify income. The College itself makes final decisions on need and awards. Financial aid decisions are announced to entering students simultaneously with admission notifications.

Applications for Financial Aid should be sent to the Office of Financial Aid. Candidates must file applications by February 1 of the senior year of high school for entrance in the following September. Candidates applying for admission under the Early Decision Plan should submit their applications by November 15 of the senior year. In emergency situations late applications may be considered.

All eligible applicants are expected to seek assistance from federal, state, and local funds. The College participates in the Pell Grant program, as well as all appropriate campus-based federal student financial aid programs. These include Supplemental Educational Opportunity Grants, the College Work-Study Program, and National Direct Student Loans. Many Smith students are eligible to borrow under the Guaranteed Student Loan Program, and most parents may borrow under the federal program of Parent Loans for Undergraduate Students. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. Grants from Smith College are made possible by endowed funds given to the College for this purpose, by annual gifts from alumnae, Smith College Clubs and other organizations, and from general income.

The loan portion of a financial aid award may be offered by the College from its own or federal funds, or a bank loan may be suggested. Guaranteed Student Loans are available through commercial lenders in all states, and the College will endorse students' applications for the amount indicated. Some students who do not qualify for need-based college aid may be eligible for these loans under federal standards. Inquiries may be sent to Karen Tatro, Assistant Director for Student Loans in the Office of Financial Aid.

Student employment is administered by the Office of Financial Aid. Six hours per week of campus work are included as part of most awards to entering freshmen. First-year jobs are with Food Services in the students' campus houses. Other regular jobs for eight hours a week are available in subsequent years, and short-term jobs are open to all students who have not reached their allowed maximum earnings, and

## FINANCIAL AID

to those who receive no need-based aid. Some of the latter will be able to obtain regular campus jobs in their upper-class years. All students receiving aid from the College are expected to contribute from their summer earnings in amounts which increase each year.

Many families are eligible to participate in the Parent Loan Plans offered by the College, and parents may find the federal PLUS (Parent Loans for Undergraduate Students) program helpful for long-term repayment. Information on student loans and jobs may be obtained in the Financial Aid Office. Inquiries about the Parent Loan Plans should be directed to Charles L. Johnson, Associate Treasurer of the College.

Assistance to continuing students is reviewed annually by the Committee on Financial Aid. To be eligible for renewal of an award, a student must prove continuing financial need through submission of the current Financial Aid Form and federal tax return. Aid awarded to an entering student will normally be renewed according to her need if she maintains an academic standing acceptable to the Administrative Board. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period except for special programs.

Transfer students with need who do not receive grant aid on entrance will be considered for aid in subsequent years, but it cannot be guaranteed. Funds are reserved to assist immediately any student in an emergency situation. The Office of Financial Aid is prepared to adjust awards to meet changing circumstances.

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Named and restricted grants are assigned by the Director of Financial Aid, sometimes in consultation with the donor, and no separate application is needed.

Among the named and special purpose grants are:

First Group Scholarships, awarded to students of highest academic achievement and including:

*The Neilson Scholarships.* Not more than 15 scholarships, created by the Board of Trustees in honor of President William Allan Neilson on the completion of 15 years of his administration, are awarded annually to students with documented need who are among the First Group Scholars in the three upper classes.

*The Dwight W. Morrow Scholarships.* Ten scholarships are awarded annually to seniors with need who are among the First Group Scholars.

*The Sophia Smith Scholarships.* These scholarships are awarded without stipend to members of the three upper classes whose standing entitles them to a place among the First Group Scholars, but who have no need for financial aid.

Music Scholarships. Each year the College awards scholarships equal to one-half the cost of lessons in practical music to students who have financial need and who are recommended by the Music Department. Auditions are held for entering students after the opening of college.

## FINANCIAL AID

Air Force ROTC Scholarships. These scholarships are available to certain qualified Smith students who are enrolled in the ROTC Program of the University of Massachusetts Department of Air Science and plan to accept a commission if offered upon graduation. Further information can be obtained from the department at Dickinson Hall, Amherst, Massachusetts 01003 (telephone 545-2437).

At the discretion of the Trustees, partial tuition grants may be awarded to candidates accepted for admission to the College who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the College, and continues to be a resident of Northampton or Hatfield. These students may not reserve a room on campus, but may move into a dormitory if space becomes available.

Fellowships awarded for graduate work, including those open to students from foreign countries, are described on pp. 320-321.

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## FEES AND EXPENSES

### THE ANNUAL FEE

The inclusive annual charge for tuition and residence fees for the 1983-84 academic year is \$11,830. The College offers an optional health insurance program (see p. 265). Students are not charged the full cost of instruction, the annual fee representing approximately two-thirds of the cost to the College for each resident student. Thus every student receives a sizable scholarship provided out of endowment income and current gifts to Smith College.

Statements for semester fees are mailed on or about July 15 and December 5. Payments of charges for the first semester are due by August 16; for the second semester by January 2. Balances unpaid at this time are subject to a late payment charge equivalent to an annual percentage rate of 18%. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

### PAYMENT PLANS

The College has no established plan for installment payment of semester charges. The cost of operating such a plan and the fact that the College is not staffed to handle it preclude the possibility of such an arrangement. However, the College participates in the Insured Tuition Payment Plan which offers a monthly payment plan to parents. The College also offers a Parent Loan Plan that permits parents, with incomes in the \$30,000 to \$90,000 range, to borrow funds to cover college fees at 12% with payments spread over six years. A brochure describing both plans is mailed by the Treasurer's Office to parents of incoming freshmen prior to the beginning of the academic year.

### WITHDRAWAL REFUNDS

Commitments to faculty and staff are made by the College in advance of the school year. They are based on anticipated student enrollment and are not subject to change. Students who withdraw prior to the first day of classes will receive a full refund. Students who withdraw on or after the first day of classes will be entitled to a tuition refund as follows:

Prior to the 2nd week of classes	75%
Prior to the 3rd week of classes	50%
Prior to the 4th week of classes	25%
Prior to the 5th week of classes	10%
Thereafter	0

Arrangements for housing of students are also made by the College in advance of the academic year and are based on anticipated enrollments that are not subject to change. Consequently, no refund for room rent is allowable, but a board refund, less \$100, prorated for the time the student was actually in residence, will be made. The withdrawal date shall be the date on which the Registrar receives *written* notice of the student's intent to withdraw, or the date on which the student vacates her room, whichever is later.

All scholarship grants are applied first to tuition costs. Only if the grant exceeds billed tuition will any amount be applied to other fees. Refunds of grant aid from any source are therefore computed on the basis of tuition refunds as shown above.



## FEES AND EXPENSES

All appeals to this policy will be heard by an Appeals Committee consisting of the following: Treasurer (Chairman), Registrar, Class Dean, and Associate Dean for Student Affairs.

### DEPOSITS

A General Deposit in the amount of \$100 is required from each new student. For students entering under the Early Decision Plan, the deposit is payable by January 1. For all other students, the deposit is payable on May 1. (This is a one-time deposit which will be refunded following graduation or upon withdrawal, provided that the Registrar has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the College for college work or conduct deemed unsatisfactory. It is not refunded for new students in case of withdrawal before entrance.)

A Room Deposit in the amount of \$200 is required from each incoming resident freshman and continuing resident student. The room deposit is due on the same day as the general deposit for incoming freshmen, and on March 1 for continuing students. It will be applied in total to the first-semester bill. The deposit is refundable *only* to those students who have applied for a leave for the following semester by March 15 and to those students participating in the Twelve College Exchange and the Smith Junior Year Abroad Program. In all other cases, the deposit will be forfeited.

## FEES AND EXPENSES

### FEES AND EXPENSES, 1983-84

REQUIRED FEES	1ST SEMESTER	2ND SEMESTER
Annual Fees		
Tuition	\$4,215.00	\$4,215.00
Room and Board	1,700.00	1,700.00
	<u>\$5,915.00</u>	<u>\$5,915.00</u>
Total Annual Fee		\$11,830.00
Student Activities Fee, per year*		71.00
Preliminary Payments and Deposits		
Application for admission		30.00
General Deposit		100.00
Room Deposit		200.00
Graduation Fee (required in senior year)		25.00

#### OTHER FEES AND CHARGES

Health insurance (optional if alternate coverage can be demonstrated)	225.00
Fees for musical instruction, per academic year	
Instruction	
One hour lesson per week	400.00
One half-hour lesson and two class hours per week	400.00
Courses in ensemble when given individually	70.00
Use of practice room, one hour daily, and a college instrument	30.00
Use of practice room only, one hour daily	15.00
Use of organ, one hour daily	65.00
Fees for classes in riding (per semester) payable to Fox Meadow Farm at the time of registration	
Two lessons per week	185.00
Three lessons per week	250.00
Four lessons per week	305.00
Studio art course, required materials	approx. 10.00
Chemistry laboratory course, per semester	6.00 or 10.00
	plus breakage
Refrigerator Energy Fee	22.00

#### ESTIMATED ADDITIONAL EXPENSES

Books, each year	approx. 300.00
Studio art course, additional supplies	
Drawing, Painting, Sculpture	15.00 up
Photography (excluding camera)	60.00 up
Subscriptions and dues	approx. 30.00
Recreation and incidentals	500.00 up

## FEES AND EXPENSES

### FEE FOR NON-MATRICULATED STUDENTS

per course	1,055.00
for auditing, per course	10.00

### FEE FOR ADA COMSTOCK SCHOLARS

Application Fee	25.00
Fee per course	1,055.00

\*Included on first-semester bill; receipts from this fee are allocated by the Student Government Association.

## PRIZES, AWARDS, AND ACADEMIC SOCIETIES

### PRIZES

The *Academy of American Poets Poetry Prize*, to be awarded annually by the Academy of American Poets through the prize committee of the Department of English Language and Literature for the best poem or group of poems submitted by an undergraduate.

The Connecticut Valley Section of the *American Chemical Society* award to a student who has done outstanding work in chemistry.

The New England Chapter of the *American Institute of Chemists* award to a senior who displays outstanding promise for advancing the professional aspects of the scientific community.

The *Anita Luria Ascher Memorial Prize*, given in her memory by Dr. Liebe D. Sokol 1951 and her parents, to be awarded annually to the student who has shown most progress in German during the year.

The *Elizabeth Babcock Poetry Prize* fund, established by Miss Edith L. Jarvis 1909 in memory of Elizabeth Babcock ex-1911. The income is to be awarded annually for the poem adjudged best by a committee appointed by the Department of English Language and Literature. The competition is open to all undergraduates who have not already won the prize; the poem submitted may not have been printed previously.

The *Harriet Dey Barnum Memorial Prize* fund, founded by the Class of 1916, the income to be used for outstanding work in music.

The *Suzan Rose Benedict Prize* fund, the income to be awarded at the discretion of the Department of Mathematics to a sophomore for excellence in mathematics, the decision being made by the Department.

The *Samuel Bowles Prize* fund, the income to be awarded to a senior for the best thesis on a sociological or economic subject.

The *John Everett Brady Prize* fund, the income to be awarded for excellence in Latin. One or more prizes are given on the basis of an examination in the translation of Latin at sight, and a further prize is awarded to the student with the best record in the beginning course.

The *Margaret Wemple Brigham Prize* fund, established in her memory by friends and associates of the Division of Laboratories and Research of the New York State Department of Health, the income to be awarded to a senior for excellence in bacteriology.

The *Amey Randall Brown Prize* fund, given by Miss Mabel Brown 1887 in memory of her mother. The income is to be used as a prize for the best essay on a botanical subject.

The *Vera Lee Brown Prize* fund, the income to be awarded on recommendation of the Department of History for excellence in that subject to a senior majoring in history in the regular course.



## PRIZES, AWARDS, AND ACADEMIC SOCIETIES

The *Yvonne Sarah Bernhardt Buerger Prize* fund, the income to be awarded to those undergraduates who have contributed most vitally to the dramatic activities of the College.

The *C. Pauline Burt Prize* fund, given by Miss Alice Butterfield, the income to be awarded to a senior majoring in chemistry or biochemistry who has made an excellent record and shown a high potential for further study in science.

The *James Gardner Buttrick* fund, given by Mrs. Buttrick in fulfillment of her husband's wish, the income to be used for a prize for the best essay on a subject in the field of religion and Biblical literature suggested by a course in that Department and approved by the instructor.

The *Carlile Prizes*, given by the Very Reverend and Mrs. Charles U. Harris in memory of Dorothea Carlile 1922, for the best original composition for carillon and for the best transcription for carillon.

The *Julia Harwood Caverno Prize* fund, the income of which is given in the first instance to a member of the junior or senior class for excellence in Greek. A further prize is awarded to the student with the best record in the beginning course.

The *Sidney S. Cohen Prize* fund, the income to be awarded at the discretion of the Department of Economics.

The *Ethel Olin Corbin Prize* fund, the income to be awarded to an undergraduate for the best original poem—preferably blank verse, sonnet, or ballad—or informal essay in English.

The *Merle Curti Prize* to be awarded annually to that student who submits the best piece of writing on any aspect of American civilization.

The *Dawes Prize* fund, the income to be awarded for the best undergraduate work in political science.

The *Alice Hubbard Derby Prize* fund, the bequest of Mr. Henry R. Lang in memory of his wife, a member of the class of 1885. The income is to be used for prizes awarded by the Department of Classical Languages and Literatures to students of the junior and senior classes for excellence in the study of Greek literature in the original in the year in which the award is made.

The *Elizabeth Drew Prize* fund, the income to be awarded to an undergraduate for work in English.

The *Hazel L. Edgerly Prize* fund, founded in memory of Hazel Louise Edgerly 1917, the income to be awarded on the recommendation of the Department to a senior in honors in history for distinguished work in that subject.

The *Constance Kambour Edwards Prize* fund, established by her parents, Ada and George Kambour, the income to be given to the student who has shown the most progress during the year in organ.

The *Ruth Forbes Eliot Poetry Prize* for the best poem submitted by a member of the freshman or sophomore class.

## PRIZES, AWARDS, AND ACADEMIC SOCIETIES

The *Settie Lehman Fatman Prize* fund, the income to be awarded in two prizes for the best musical composition, preferably in sonata form, and for the best composition in a small form by members of the senior class or graduate students taking Music 342 or Special Studies in Composition or by a student in Music 233.

The *Harriet R. Foote Prize* fund, the income of which is to be awarded to the outstanding student in botany, based on an examination record.

The *Henry Lewis Foote Memorial Prize* fund, given by his wife, Harriet Risley Foote 1886, the income to be awarded for excellence in class work in Biblical courses.

The *Clara French Prize* fund, founded by Mrs. Mary E. W. French, the income to be given to that senior who has advanced farthest in the study of English language and literature.

The *Helen Kate Furness Prize* fund, founded by Horace Howard Furness, the income of which is given for the best essay on a Shakespearean theme. There is no restriction on the length of the essays, but in general they are not to be shorter than 4,000 words or longer than 10,000 words. The competition is open to all essays on a Shakespearean theme (except honors theses) prepared in courses and recommended by the instructors of those courses.

The *Sarah H. Hamilton Memorial Prize* fund, given by her sister Julia H. Gleason, the income to be awarded for an essay on music.

The *Arthur Ellis Hamm Scholarship Prize* fund, founded by Elizabeth Creevey Hamm 1905 in memory of her husband, Captain Arthur Ellis Hamm, the income to be awarded to a freshman on the basis of the year's record.

The *James T. and Ellen M. Hatfield Memorial Award* fund, the income to be presented annually to a member of the graduating class who has shown unusual talent and ability in her literary work in the Department of English. Memorial given by Virginia Thorpe Hatfield 1922 in honor of her parents.

The *Frances A. Hause Memorial Prize* fund, founded in memory of Frances A. Hause 1922, the income to be awarded to the senior who has majored in chemistry and has made the best record in that subject.

The *Denis Johnston Playwriting Award* fund for the best play or musical written by an undergraduate. The author must be a student at Amherst College, Hampshire College, Mount Holyoke College, Smith College, or the University of Massachusetts.

The *Mary Augusta Jordan Prize* given by the Alumnae Association to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course at Smith College.

The *Florence Corliss Lamont Prize*, a medal to be awarded for work in philosophy.

The *Phyllis Williams Lehmann Travel Award*, established in 1979 by friends and former students, the income to be awarded to a senior majoring in the history of art, with preference given to students interested in pursuing the study of classical art at the graduate level.

## PRIZES, AWARDS, AND ACADEMIC SOCIETIES

The *Ruth Alpern Leipziger French Fellowship Prize* fund, established by family and friends, the income to be awarded by the Department to an outstanding major participating in the Junior Year Abroad Program in Paris.

The *Emogene Mahony Memorial* fund for the furtherance of English literature and dramatic art from which an award is made for the best essay on a literary subject written by a freshman, and for the best honors thesis submitted to the Department of English Language and Literature.

The *Emogene Mahony Memorial Prize* fund, founded by Miss Ethel Haskell Bradley 1901, the income to be given for proficiency in organ.

The *Jeanne McFarland Prize*, established by Margaret A. Mull, to an undergraduate who has done the best work in Women's Studies.

The *John S. Mekeel Memorial Prize* fund, given in his memory by his wife, the income of which is to be awarded annually to a member of the senior class, selected by the Department of Philosophy, for outstanding work in philosophy.

The *Thomas Corwin Mendenhall Prize*, given by the Alumnae Association, to be awarded on Rally Day at the discretion of the History Department for an essay of approximately two thousand words on a theme evolving from any 100-level history course taken in the freshman year. Entries submitted by students to be received no later than November 1 of the sophomore year.

The *Samuel Michelman Memorial Prize* fund, given in his memory by his wife, the income to be awarded to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the College.

The *Mrs. Montagu Prize* fund, founded by Abba Louisa Gould Woolson in honor of Elizabeth Montagu, the income to be awarded for the best essay on a literary subject concerning women.

The *Victoria Louise Schrager Prize* fund, given in her memory by her family and Miss Marjorie Hope Nicholson, the income to be awarded annually to a senior who has maintained a distinguished academic record and has also taken an important part in student activities.

The *Donald H. Sheehan Memorial Prize* to a member of the senior class for outstanding work in American Studies.

The *Andrew C. Slater Prize* fund, the income to be awarded to an undergraduate for excellence in debate.

The *William Sentman Taylor Award* for significant work in human values, a quest for truth, beauty, and goodness in the arts or sciences.

The *Rosemary Thomas Poetry Prize* fund, the income to be awarded by a committee of members of the Smith College Department of English Language and Literature to the undergraduate student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life.

## PRIZES, AWARDS AND ACADEMIC SOCIETIES

The *Frank A. Waterman Prize* fund, the income to be awarded to a senior who has done excellent work in physics.

The *Maya Yates Prize* for the best piece of writing other than literary analysis.

### FIRST GROUP SCHOLARS

Smith College students who have a record at the College indicating particularly high academic achievement in the previous year are named First Group Scholars.

### THE DEAN'S LIST

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or above, and who complete at least 24 semester hours for full-time students or 16 semester hours for part-time students.

### SOCIETY OF THE SIGMA XI

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society. Each year the Chapter elects to membership promising graduate students and seniors who excel in science.

### PHI BETA KAPPA

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College during the year 1904-05, and the first undergraduates were elected to membership in April of that year. Rules of eligibility are established by the Chapter in accordance with the regulations of the national Society. Selection is made on the basis of over-all academic achievement.



## AWARDS AND ACADEMIC SOCIETIES—1983

### PRIZE AWARDS

- Academy of American Poets Poetry Prize:* Jennifer Mary Armstrong, 1983  
*American Chemical Society Prize:* Regina Marie Rebollo, 1984  
*American Chemical Society Award, Connecticut Valley Section:* Susan Deborah Toto, 1983  
*American Institute of Chemists Award, Massachusetts Division:* Jennifer Lee Bates, 1983  
*Anita Luria Ascher Prize:* Robin Lee Fisher, 1983  
*Elizabeth Babcock Poetry Prizes:* JoAnn Leon, ACS; Miranda Sherwin, 1985  
*Harriet Dey Barnum Prizes:* Mary Louise Cannon, 1983  
*Suzan Rose Benedict Prizes:* Wendy Alison Cowles, 1985; Christine Marie Pietras, 1985  
*Samuel Bowles Prizes:* Heidi Ann Gerstman, 1983; Sarah Jane Turrell, 1983; Lisa Ann Ciccio, 1983; Dana Lynn Freling, 1983  
*John Everett Brady Prizes:* Karen Jane Rucidlo, 1983; Jerise Fogel, 1986; Suzanne Marie Geoffroy, 1985  
*Amey Randall Brown Prizes:* Constance Ann Parks, 1983; Mary Elizabeth Fetter, 1985; Laura Ann Hohnhold, 1984  
*Vera Lee Brown Prizes:* Patricia Ann Arney, 1983; Frances Trenholme Junghans, 1983  
*Yvonne Sarah Bernhardt Buerger Prizes:* Opal K.C. Baker, 1983; Diane Elizabeth Gaary, 1983; Julia Leeson Jubb, 1983; Lucette Marie Mercer, 1983; Amy Jo Neill, 1983; Janine Katherine Venable, 1983  
*C. Pauline Burt Prize:* Laura Alison Fink, 1983  
*James Gardner Buttrick Prizes:* Gillian Marie Goslinga, 1985; Lori Sue Schiff, 1984  
*Julia Harwood Caverno Prizes:* Caroline Julia Richter, 1983; Jerise Fogel, 1986; Mary Ann Hopper, 1984; Sharilyn Rise Nakata, 1985; Catherine Rosanna Peyroux, 1984  
*Sidney S. Cohen Prizes:* Heidi Ann Gerstman, 1983; Karen Ann Levesque, 1983; Leslie Ann Richartz, 1983; Carolyn Mary Scerbo, 1983; Nancy Stephanik, 1983; Sarah Jane Turrell, 1983; Carol Sue Vaughn, 1983  
*Ethel Olin Corbin Prize:* Jennifer Catherine Selvin, 1985  
*Dawes Prize:* Amy Jessica Resner, 1983; Tracy Sue Thorleifson, 1983  
*Alice Hubbard Derby Prizes:* Sarah Anne Nolan, 1983; Diana Lynn Godleski, 1984  
*Elizabeth Drew Prizes:* Brenda Anne Scanlon, ACS; Pamela Wilkinson, 1984; Kristin A.M. Kay, 1986; Elena Anton, 1983; Mary Jean Corbett, 1984; Lorrie Sandal Lane, 1983  
*Hazel L. Edgerly Prize:* Lois Marion Perelson, 1983  
*Constance Kambour Edwards Prize:* Cynthia Ann Lerner, 1985  
*Ruth Forbes Eliot Poetry Prize:* Suzanne Michelle Burns, 1986  
*Samuel A. Eliot Jr. Directing Prizes:* Nicole Arbusto, 1983; Lucette Marie Mercer, 1983  
*Settie Lehman Fatman Prizes:* Susan Kay Korgen, 1983; G. Gregory Bullen, GS  
*Henry Lewis Foote Prize:* Kristina Marie Sepetys, 1984  
*Clara French Prize:* Elizabeth Uhrig, 1983  
*Helen Kate Furness Prizes:* Kristin A.M. Kay, 1986; Mary K. Proctor, ACS

## AWARDS AND ACADEMIC SOCIETIES—1983

- Arthur Ellis Hamm Scholarship Prizes*: Christine Marie Pietras. 1985; Adele Marguerite Raso. 1985
- James T. and Ellen M. Hatfield Memorial Award*: Laura Ann Hohnhold. 1984
- Frances A. Hause Memorial Prize*: Susan Deborah Toto. 1983
- Denis Johnston Playwriting Awards*: Rita McDonald Bleiman. ACS; Victor Levin. Amherst College (first prizes); Marcia Black. University of Massachusetts; Deirdre Antonia Dube. Hampshire College; Howard Michael Gould. Amherst College; Margo Isadora Katz. Hampshire College; Kevin Adam Kreiger. Amherst College (honorable mention)
- Mary Augusta Jordan Prizes*: Lucy Cullyford Babbitt. 1982; Margaret Ann Edson. 1983
- Florence Corliss Lamont Prize*: Kelly Roxane Cough. 1983
- Phyllis Williams Lehmann Travel Award*: Elizabeth Stinette Bolman. 1983
- Ruth Alpern Leipziger Award*: Amy Elizabeth Jones. 1984
- Emogene Mahony Memorial Prize*: Miriam S. Howland. GS
- Jeanne McFarland Prizes*: Jill Anne Freeland. ACS; Tracy Sue Thorleifson. 1983
- John S. Mekeel Memorial Prizes*: Sigrid Alexandra Fry. 1983; Emily Ruth Askew. 1983
- Thomas Corwin Mendenhall Prize*: Elizabeth Adams Harwick. 1983
- Samuel Michelman Memorial Prize*: Susan Marie Podmayer. 1983
- Mrs. Montagu Prize*: Catherine Camille Percy. 1983
- Victoria Louise Schrager Prize*: Shirley S. Sagawa. 1983
- Donald H. Sheehan Memorial Prizes*: Martha Jean Kanagy. ACS; Shirley S. Sagawa. 1983
- Andrew C. Slater Prizes*: Lauren Taylor Block. 1985; Merri Anne Baldwin. 1984; Kathleen Louise Kotten. 1983
- William Sentman Taylor Award*: Nora P. Fitzgerald. 1983
- Rosemary Thomas Poetry Prize*: Jennifer Mary Armstrong. 1983
- Frank A. Waterman Prize*: Shelby Forrester Nelson. 1983
- Maya Yates Prize*: Shirley S. Sagawa. 1983

## SOCIETY OF THE SIGMA XI

- |                               |                               |
|-------------------------------|-------------------------------|
| Miriam Elizabeth Adams. 1983  | Claire Patricia Peachey. 1983 |
| Stacey Julia Arnesen. 1983    | Carol V. Paul                 |
| Peri Ataman. 1983             | Eryn Perry. 1983              |
| Jennifer Lee Bates. 1983      | Chunjai Lee Powell. 1983      |
| Julianna Faesy Bates. 1983    | Katherine Gates Rendahl. 1983 |
| Lee Ann Case. 1983            | Stuart Michael Rosenfeld      |
| Jean Elizabeth Chaffee. 1983  | Elizabeth Ann Rowland. 1983   |
| Constance Lee Coyle. 1983     | Kyoko Sasaki. 1983            |
| Susan Marie DeSimone. 1983    | A. Faye Schrater              |
| Julia Underwood Dewdney. 1983 | Nancy S. Schwartz. 1983       |
| Emily A. Dibble. 1983         | Dillon Kathleen Scott. 1983   |
| Nora P. Fitzgerald. 1983      | Patricia Sipe                 |
| Susan Wendy Gibbs. 1983       | Kathryn Carol Street. 1983    |

## AWARDS AND ACADEMIC SOCIETIES—1983

Dana Lynn Gross, 1984  
 Zerlina Adi Guzdar, 1983  
 Lisa Estelle Harstad, 1983  
 Jane C. Hill  
 Marielouise Angelina Hooper, 1983  
 Maryellen Kennedy, 1983  
 Anna-Marie Lombardino, 1983  
 Kim Elizabeth Longworth, 1983  
 Donna Nagata  
 Shelby Forrester Nelson, 1983  
 Constance Ann Parks, 1983

Sylvia Maria Suarez, 1983  
 Lisa Christine Sullivan, 1983  
 C. Sean Sutton  
 Elizabeth Strother Swearengen, 1983  
 Susan Deborah Toto, 1983  
 Marta Katherine Weinberg, 1983  
 Steven Williams  
 Dorothea Barrows Withington, 1983  
 Laura Lynn Worth, 1983  
 Margaret Zielinska-Pfabé  
 Ann Margaret Zoidis, 1983

### PHI BETA KAPPA

#### *Class of 1983*

Katherine Elizabeth Allingham  
 \*Peri Ataman  
 Jennifer Lee Bates  
 Laura Ann Bellstrom  
 Janet Dorothy Booth  
 Kathleen Mary Bozzuti  
 \*Lee Ann Case  
 Maryann Connelly  
 \*Barbara J. Conway  
 \*Patricia Ann DiCrocce  
 \*Margaret Edson  
 Michele Jean Epley  
 Gerlinde Wirth Faria  
 \*Laura Alison Fink  
 Robin Lee Fisher  
 Andrea Fitanides  
 Hilary H. Fraley  
 \*Jill Anne Freeland  
 \*Carol Jean Fresia  
 Tania Claudia Galanto  
 Maura Ann Gaudet  
 Sharon Lynn Go  
 Maida Dean Goodwin  
 Maria Christine Gremos  
 Lea Joyce Hall  
 Peri Helen Hall  
 Elizabeth Maria Hallgring  
 \*Lisa Estelle Harstad  
 Mary K. Hemphill  
 Julia Anne Herdina

Susan Deborah Krapcho  
 \*Cheng-Sim Lim  
 Anna-Marie Lombardino  
 Elizabeth Allerton Marshall  
 Anne Martin  
 \*Lori Anne Mills  
 Judith Ann Mongold  
 Linda Pittman Morgan  
 Yuri Nakamura  
 \*Shelby Forrester Nelson  
 Jessica Fleming Nicoll  
 Valerie Gale Overton  
 Constance Ann Parks  
 Lois Marion Perelson  
 Sandra Jean Polwrek  
 Mary K. Proctor  
 Amy Jessica Resner  
 Leslie Ann Richartz  
 \*Adelaide Sherwood Robb  
 Frances Elizabeth Rokous  
 Shirley S. Sagawa  
 Lorrie E. Sandel  
 Kristin Anne Scanlon  
 Carolyn Mary Scerbo  
 \*Michelle Sherman  
 \*Anne Mason Stuart  
 Deborah Ann Storrs  
 \*Sylvia Maria Suarez  
 Tracy Sue Thorleifson  
 Susan Deborah Toto

## AWARDS AND ACADEMIC SOCIETIES—1983

Marielouise Angelina Hooper  
Patti Lynn Houghton  
Dana Elizabeth Jacobson  
Martha J. Kanagy  
\*Susan Kay Korgen

Margaret Ann Tremain  
Elizabeth Uhrig  
\*Barbara Ann Unger  
\*InKyung Yook  
Susan Marie Zuhusky

\*(elected fall, 1982)



## ACADEMIC DEGREES

The degree of Bachelor of Arts is awarded on completion of an undergraduate program to the satisfaction of the Faculty. The degree may be awarded Cum laude, Magna cum laude, or Summa cum laude on the basis of a high level of general achievement during the sophomore, junior, and senior years. A candidate who has elected to pursue a Departmental Honors Program may be awarded the degree with Honors, High Honors, or Highest Honors in that program. Candidates designated as Smith Scholars have pursued special individual programs of study.

### BACHELOR OF ARTS

#### CLASS OF 1983

Lucy Kimball Abbott	Joanne Mary Bennett
Lama Abu-Ghaida	Jennifer Ann Bergh
Miriam Elizabeth Adams	Hilary Beth Berlin
Abida Adnan	Kathy Rose Bersch
Myrna C.B. Agmata	Mary Louise Beyer
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Regina Marie Allegretti	Rachel Hays Birkhead
Tracy Carolyn Andersen	Lia Rachel Bischoff
Donna Lee Anderson	Veronique Carole Blanchard
Elizabeth Anderson	Jane Suzanne Block
Elena Anton	Lisa Bodeur
Nicole Arbusto	Caroline Albert Boeckman
Maria Isabel Arcila	Agnes Morris Bogdan
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Jennifer Mary Armstrong	<i>in Art</i>
Christine Dawn Baker	Julia Mayer Bolz
Opal K.C. Baker	Eleni Angela Bookis
Robin Lorraine Baldwin	Dina Elen Boufides
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Julia Wayland Bartlett	Jennifer Elaine Brophy
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<i>Psychology</i>	Veda Luciel Bucko
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Georgia Ann Beatty	Madonna Theresa Burke
Martha Anne Beck	Cynthia Anne Burling
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Sandra Lee Bell	Laura Anne Burns
Lucille Cleo Bemby	Pamela Mason Burnside
Kathryn Anne Benisek	Cynthia Wing Caldwell
Donna Lynn Benjamin	Anne Wheeler Campbell

## DEGREES

Katherine Bess Carlisle  
Julia Ellen Carnahan  
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Claudia Jane Zinnen  
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 Sylvia Maria Suarez  
 Margaret Anne Tremain  
 Elizabeth Uhrig  
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 Marta Katherine Weinberg, *High Honors*  
*in Psychology*  
 InKyung Yook

*Summa cum laude*

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 Jill Anne Freeland, *Smith Scholar*  
 Lisa Estelle Harstad, *Highest Honors in*  
*Geology*

DIPLOMA IN AMERICAN STUDIES

Shivani Banerjee, M.A., University of Delhi  
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 Tissa Ajit Jayatilaka, B.A., University of Sri Lanka  
 Christian Macherel, University of Geneva  
 Gabriele Michel, University of Hamburg  
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 Marilyn Jean Buuck, A.B., Emmanuel College  
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 del Perú

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Cecilia Evangelina Iñiguez Vereá, CERTIFICATE, Universidad Nacional Pedro Henríquez Ureña  
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Joanna E. P. Evans, A.B., Smith College  
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Martha Christenson Lees, A.B., Smith College  
Marilyn F. May, B.S., University of Rochester  
Bette-Ann M. Rodzwell, B.S., University of Massachusetts  
Rachel Ann Siebert, A.B., Smith College

## MASTER OF ARTS IN TEACHING

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Margaret Ann Eisenbach, B.S., Cornell University  
Margaret Bradley Timmerman, B.A., Carlton College

## MASTER OF FINE ARTS

(Dance)

Linda Joy Adams, B.A., Boston University  
Nancy Stuart Andrews, B.A., Friends World College  
Donnie Eno Kamara Washington, B.A., University of Massachusetts

## MASTER OF ARTS

Michael Thomas Anderson, B.S., University of Toledo—*Biological Sciences*  
Charles Wood Brown III, B.S., Westfield State College—*Biological Sciences*

## DEGREES

G. Gregory Bullen, B.MUS., University of Massachusetts—*Music*  
Anne M. Dropick, B.A., Cornell University—*French*  
Teresa Maureen Flanagan, B.A., University of California, Irvine—*Music*  
Elizabeth Buckhout Goodwin, A.B., Smith College—*Biological Sciences*  
Janet Ellen Livingstone, B.A., University of California, Berkeley—*Music*  
Angela Chia-yi Pao, B.A., Wellesley College; M.A., New York University—*Theatre*  
Mary Frances Vecchio, A.B., Smith College—*Theatre*

## HONORARY DEGREES

Julia Montgomery Walsh	Doctor of Humane Letters
<i>Investment Company Executive</i>	
Eleanor Holmes Norton	Doctor of Laws
<i>Professor and Former Chair,</i>	
<i>Federal Equal Employment Opportunity Commission</i>	
Ase Gruda Skard	Doctor of Humane Letters
<i>Psychologist and Professor</i>	

## GRADUATE STUDY

Smith College offers to both men and women graduate work leading to the degrees of Master of Arts, Master of Arts in Teaching, Master of Fine Arts (Department of Dance), Master of Education, Master of Education of the Deaf, and Master of Science in Physical Education, as well as a limited program leading to the degree of Doctor of Philosophy. In special one-year programs, students from foreign countries may qualify for a Certificate of Graduate Studies or a Diploma in American Studies. Ordinarily approximately 100 students are registered for advanced instruction, which is available in most departments of the College and in various professional fields. These students fall into two categories: (1) degree and diploma candidates, and (2) special students (non-degree) registered for one or more courses.

Most graduate-level courses are planned for students who are candidates for the various Masters' degrees. The departments which offer this work present a limited number of graduate seminars, advanced experimental work, or special studies designed for graduate students. These courses carry numbers in the four hundreds (*e.g.*, 450) in the departmental listings of the *Courses of Study* of this catalogue. Advanced undergraduate offerings may be elected in accordance with the limitations stated in the paragraphs describing the requirements for the graduate degrees. Individual student programs are planned under the direction of departmental graduate advisers.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts in the following fields: astronomy, biological sciences, chemistry, French, geology, and physics. The degree is awarded by the University in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the Dean of the Graduate School, University of Massachusetts, Amherst, Massachusetts 01003.

### ADMISSION

Entrance to a graduate degree program requires a Bachelor's degree or its equivalent, an undergraduate record of high caliber, and acceptance by the department concerned. Applicants who wish to be considered for financial aid must submit their credentials before March 1 of the spring preceding registration. Other applicants also are urged to present their credentials in the spring but may apply as late as July 31. Exceptions: Applications for the Diploma in American Studies program must be received on or before February 1 of the proposed year of entry into the program; applications for the Master of Education of the Deaf program must be received on or before April 1 of the proposed year of entry into the program. Credentials of all applicants must be submitted in duplicate and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution, and scores from either the Graduate Record Examinations or the Miller Analogies Test. Candidates may be asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the Director of Graduate Study.

Smith College admits male and female graduate students of any race, color, creed, handicap, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to graduate students at the



College. Smith College does not discriminate on the basis of race, color, creed, handicap, sex, or national origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other program for graduate students administered by the College.

### RESIDENCE REQUIREMENTS

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A maximum of three courses to be counted toward the degree may be taken at Amherst, Hampshire, Mount Holyoke colleges or the University of Massachusetts. These courses must have the approval of the student's academic adviser and the Director of Graduate Study. It is expected that work for advanced degrees will be continuous; if it is interrupted, or undertaken on a part-time basis, an extended period is permitted, with the limitation that all work for a Master's degree must be completed within a period of four years.

### DEGREE PROGRAMS

#### MASTER OF ARTS

Candidates for admission to the Master of Arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the Director of Graduate Study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

A minimum of eight semester courses of work is required, of which at least four, including those in preparation of the thesis, must be of graduate level. The remaining four may be undergraduate courses (of intermediate or advanced level), but no more than two courses at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for as many graduate level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is normally equivalent to one or two semester courses. Two typewritten copies must be presented to the Committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the Director of Graduate Study.

## GRADUATE STUDY

Although the requirements for this degree may be fulfilled in one academic year by well-prepared full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the departments of art, physics, psychology, and sociology, which occasionally accept M.A. candidates under special circumstances, departments which are not listed do not offer this degree.

### *Biological Sciences*

Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. Programs for the Master's degree are designed to meet individual needs and ordinarily include the equivalent of two semester courses spent in research for the thesis. Opportunity for advanced study and research is offered in a wide variety of specializations within the Department. Graduate students are expected to participate in the departmental seminar in each year of residence.

### *Chemistry*

The Bachelor's degree with a major in chemistry is usually required for admission to graduate work. The program for the Master's degree ordinarily includes the equivalent of two semester courses spent in research for the thesis, as well as two semester courses in both physical chemistry and organic chemistry. The program also includes work in inorganic chemistry, biochemistry, physics, and mathematics, depending on the field of the thesis.

### *Education and Child Study*

At least three semester courses in education above the freshman level should be included in the undergraduate training as well as supporting courses in child development and psychology or history and philosophy. Education 452a or b and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and should submit scores for the Miller Analogies Test.

### *French*

Candidates should have had an undergraduate major in French or its equivalent, although exceptions will be made in individual cases. All candidates should submit with their applications a long paper in French.

### *Italian*

Candidates should have had an undergraduate major in Italian Language and Literature, another Romance language, or English Literature. They may have a major in a subject related to Italian Studies, such as art, history, or music; exceptions will be made in individual cases. All candidates should have a good reading

knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year in Florence, Italy as participants in the Smith College Junior Year Abroad Program in Florence and must take eight semester courses at the graduate and advanced levels.

### *Music*

Candidates should have had at least nine semester courses in music at the undergraduate level. This work should include experience in theory (harmony, counterpoint, analysis), a general survey of music history, and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard, and a reading knowledge of German, French, or Italian; a short language examination will be administered to entering students by the departmental graduate adviser. Applicants whose training falls short of the above requirements may, upon acceptance, be asked to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The Master of Arts program in music, normally completed in two academic years, requires twelve semester courses, normally distributed as follows: a minimum of six at the graduate level (two of which will be in preparation of the thesis), and a maximum of six at the undergraduate level (two of which—with the approval of the departmental graduate adviser—may be at the intermediate level). Two of the twelve required semester courses may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect four semester courses in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by the student and the departmental graduate adviser.

### *Philosophy*

A candidate should have had at least six semester courses in philosophy and three semester courses in closely related fields. A two-semester thesis is required.

### *Religion*

A candidate should have completed undergraduate studies in religion or in related fields such as can satisfy the department that he or she has the competence for graduate work in religion. *In addition to* the eight courses required by the college rules for the Master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.



## GRADUATE STUDY

### *Theatre*

A candidate should have had at least four semester courses in theatre, including work in aspects of theatre outside the area of specialization. The program for the Master's degree consists of eight semester courses, including the preparation of the thesis. The thesis may be based on research in one of the following fields: dramatic literature (with or without a directorial component), dramatic criticism, history of the theatre, or playwriting.

### MASTER OF ARTS IN TEACHING

The degree of Master of Arts in Teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including approximately six semester courses in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. A reading knowledge of at least one foreign language is required. Applicants are asked to submit scores for the Miller Analogies Test.

The following departments actively cooperate with the department of education and child study in administering the M.A.T. program: art, biological sciences, chemistry, classics, English, French, history, music, physics.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. The degree is normally earned in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of eight semester courses. Inexperienced teachers take a total of ten semester courses, including two in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. The student without teaching experience takes a minimum of four semester courses in the teaching field and three semester courses in education, and practice teaching. An experienced teacher takes a minimum of four semester courses in the teaching field and two semester courses in education. Of the eight courses in the regular academic year, three should be at the graduate level and no more than two at the intermediate level. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one semester course may be permitted on departmental recommendation.

### MASTER OF EDUCATION

The program leading to the degree of Master of Education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The department of education and child study uses the facilities of two laboratory schools operated by the College. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice



teaching. Students who follow the Master of Education program will ordinarily complete the requirements for certification in the various states, including the fifth year required for some states.

Candidates for the degree of Master of Education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the GRE or the Miller Analogies Test. Applicants without teaching experience submit a long paper that is representative of their work. Applicants with teaching experience submit a recommendation concerning their teaching.

Eight semester courses are required for this degree, but no thesis is required. Candidates take practice teaching or equivalent course work according to their teaching experience. Three courses should be at the graduate level and no more than two at the intermediate level. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one semester course may be permitted on departmental recommendation.

### MASTER OF EDUCATION OF THE DEAF

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of Master of Education of the Deaf. The Smith College Bulletin describing the program may be obtained from the Department of Education, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01063.

### MASTER OF FINE ARTS (Department of Dance)

The two-year program offered by the Department of Dance provides specialized training for candidates who demonstrate unusual interest and ability in dance. Performance, production, choreography, and history of dance are stressed. To count toward the degree, all work must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum.

Interested students may consult Ms. Susan Waltner, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

### MASTER OF SCIENCE IN PHYSICAL EDUCATION

Programs of study leading to the Master of Science in Physical Education are offered in 1) Coaching of Women's Sports, or 2) Scientific Bases of Human Performance. Men and women students are eligible who have a Bachelor's degree or its equivalent. Students who do not have an undergraduate degree in physical education or appropriate science prerequisites should anticipate work beyond the normal eight courses required. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-.

Students who intend to pursue the coaching sequence should have advanced skill and previous teaching and/or coaching experience, and are required to: 1) work with at least one intercollegiate team; and 2) take seven additional courses (a thesis, special project, or comprehensive exam is required). Students who pursue the

## GRADUATE STUDY

Scientific Foundations sequence are required to: 1) take eight semester courses with emphasis in exercise physiology, motor control and learning, sport psychology or biomechanics; and 2) write a thesis. Students interested in teaching certification may receive such by taking appropriate courses in education along with the exercise and sport studies curriculum.

### DOCTOR OF PHILOSOPHY

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of Doctor of Philosophy. The degree requires a minimum of three years' study beyond the Bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based upon original and independent research. A cumulative grade average of B in course work must be maintained.

A doctoral program is planned individually and supervised by a Guidance Committee composed of the thesis director and two other members of the faculty. The degree is offered at present in the Department of Biological Sciences. Specific aspects of the program are given below.

*Biological Sciences.* The degree of Doctor of Philosophy is occasionally granted in biological sciences; however, the department strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts. The Five College Ph.D. Program is under the jurisdiction of the Dean of the Graduate School, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

It is expected that applicants to either the Five College or the Smith College Ph.D. Program will hold a Master's degree or its equivalent. Highly qualified students with little or no previous graduate work in biological sciences may be accepted, but they must fulfill the course requirements for the Master's degree in addition to such other requirements as are set by the Guidance Committee. Admission to candidacy in this department is achieved after passing written and oral examinations which are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination.

### NON-DEGREE PROGRAMS

#### CERTIFICATE OF GRADUATE STUDIES

The Certificate of Graduate Studies is awarded to foreign students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the Committee on Graduate Study. This program must include at least seven semester

## GRADUATE STUDY

courses completed with a grade of C or better. At least five of these courses should be above the intermediate level.

### DIPLOMA IN AMERICAN STUDIES

This is a one-year program open only to foreign students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have had at least three years of university-level work, or the equivalent, in an approved foreign institution of higher learning and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is February 1.

The program consists of a minimum of six semester courses: one in American history, American Studies 455a and 455b (special seminars for Diploma students only), three other courses in American Studies or in one or more of the cooperating disciplines, and a long paper.

### SPECIAL STUDENTS

Well-qualified students who wish to take courses are required to file a Non-Degree Student Application along with an official undergraduate transcript showing the date and degree received. The permission of each course instructor is necessary. The application deadline is *August 1* for the fall semester and *December 1* for the spring semester. Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a non-degree student may count toward the degree with the approval of the department concerned. Non-degree students are not eligible for financial aid.

## HOUSING AND PERSONAL SERVICES

### HOUSING

Two on-campus housing options may be available for women graduate students for the 1983-84 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Graduate Office. Please note that the College and all its dormitory facilities are closed during Thanksgiving vacation, winter recess, and spring recess.

#### *Room-only plan*

Cooperative graduate house with single and double bedrooms, large kitchen, no private bathrooms. The fee of \$1,530 includes room furnished with a bed, chest of drawers, mirror, desk and easy chair, linens. Students provide their own board.



## GRADUATE STUDY

### *Room and board plan*

Graduate floor of an undergraduate dormitory or off-campus residence owned and maintained by the College on Bedford Terrace. Single and double bedrooms, no private bathrooms. The fee of \$3,400 includes room furnished with a bed, chest of drawers, mirror, desk and easy chair, linen, plus all meals, which must be taken in the college dormitory assigned to residents.

## HEALTH SERVICES

Students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blank forms, which will be sent for this purpose, must be returned by the student to the Office of the College Physician. Transcripts of official college health service records are satisfactory.

The eligibility of graduate students, both full-time and part-time, and Ada Comstock Scholars to use the Doctors' Office (Outpatient Department) and to participate in the Smith College Health Insurance program is outlined as follows:

I. Doctors' Office (Outpatient Department)—use requires health report as described in the first paragraph of this section.

### A. Full-time students

1. The following graduate students are considered to be full-time students eligible to use the Outpatient facilities: graduate students taking three or more courses; graduate assistants; Clarke School Master's program students; teaching fellows.
2. Ada Comstock Scholars who take three or more courses for credit are considered to be full-time students and are eligible to use the Outpatient facilities.

### B. Part-time students

All others, whether graduate students or Ada Comstock Scholars, are considered to be part-time students and are not eligible for free use of the Outpatient facilities. If these students desire to use the facilities, however, they may become eligible by meeting the following requirements:

1. Paying a \$50 health fee;
2. Submitting to the Health Services at the beginning of the academic year the usual health information required of all undergraduate students. Health blanks for recording this information, which includes a physical examination done by a private physician within six months of registration, may be obtained from the Office of Graduate Study or from the Director of the Ada Comstock Scholars Program;
3. Subscribing to one of the insurance plans outlined under Section II below.



## II. Health Insurance

The College has its own insurance plan, underwritten by Blue Cross-Blue Shield, which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting the student over a twelve-month period whether in residence at college or not.

All full-time students (three or more courses) are required to carry either a) the Smith College health insurance plan (single students), or b) a plan for married students available through the School for Social Work, unless evidence is submitted that comparable coverage is carried under a private plan.

## FINANCES

### TUITION AND OTHER FEES\*

Application fee .....	\$ 25.00
Tuition for full-time work, for the year** .....	8,430.00
Room and board for the academic year† .....	3,400.00
Tuition for part-time work, per semester course .....	1,055.00
Health insurance (optional if alternate coverage can be demonstrated) .....	225.00
Continuation fee, per semester .....	50.00
Graduation fee .....	25.00
Fees for Non-degree Students (Special Students)	
Application fee .....	25.00
Fee per course .....	1,055.00

For additional information concerning fees for practical music and studio art see page 288.

Statements for semester fees are mailed on or about July 15 and December 5. Payment of charges for the first semester is due by August 16; for the second semester by January 2. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

\*Subject to change.

\*\*This entitles students taking three courses or more to use outpatient services that include examination and treatment by the college physicians, most laboratory examinations, and other services.

†This does not include Christmas and spring recesses. All houses are closed during Christmas vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.

### DEPOSIT

A General Deposit in the amount of \$100 payable upon acceptance is required from each student. (This is a one-time deposit which will be refunded following graduation or for continuing students upon withdrawal, provided that the Graduate

## GRADUATE STUDY

Office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the College for college work or conduct deemed unsatisfactory. It is not refunded for new students in case of withdrawal before entrance.)

### WITHDRAWAL REFUNDS

Commitments to faculty and staff are made by the College in advance of the school year. They are based on anticipated student enrollment and are not subject to change. Students who withdraw prior to the first day of classes will receive a full refund. Students who withdraw on or after the first day of classes will be entitled to a tuition refund as follows:

Prior to the 2nd week of classes	75%
Prior to the 3rd week of classes	50%
Prior to the 4th week of classes	25%
Prior to the 5th week of classes	10%
Thereafter	0

### FINANCIAL AID

The College offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. It is understood that holders of these awards will not undertake remunerative employment without the permission of the Director of Graduate Study. Application forms for scholarships may be obtained from the Director of Graduate Study; completed applications and all supporting material are due March 1: the Financial Aid Form (FAF); copy of parent's IRS Form 1040, upon request; copy of student's IRS Form 1040 or 1040A.

Several scholarships are available for foreign students. Candidates should write as early as November, if possible, to the Director of Graduate Study for application forms and details about required credentials; completed applications should be received by February 1.

Teaching fellowships and graduate assistantships are available in the science departments and also in the departments of education and child study, exercise and sport studies, dance, and music. The stipend at present is \$3,100 for the first year and \$3,300 for the second year, with tuition fees waived. Applicants should obtain forms from, and submit completed applications to, the Director of Graduate Study. Appointments are usually made early in April; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment. During the academic year the research fellow usually carries a half-time graduate program. These teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid in College Hall. A National Direct Student Loan or a Guaranteed Student Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College. Requests for information should be addressed to the Assistant Director for Student Loans, Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

The Office of Financial Aid also has information about limited campus employment opportunities for graduate students.

### CHANGES IN COURSE REGISTRATION

*During the first ten class days* (up to Wednesday, September 21, in the first semester, and Tuesday, February 7, in the second semester) a student may *drop* or *enter* a course with the approval of the adviser.

*After the first ten class days:*

A. A student may *enter* a course no later than September 30, in the first semester, and February 15, in the second semester, with the permission of the instructor, the adviser, and the Director of Graduate Study.

B. A student may *drop* a course up to 20 class days before the last day of classes (Thursday, November 10, in the first semester, and Wednesday, April 4, in the second semester):

- 1) after consultation with the instructor; and
- 2) with the approval of the adviser and the Director of Graduate Study.

A course dropped prior to the last 20 class days will not appear on the student's permanent record.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first ten class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin board at the beginning of each semester.

### POLICY REGARDING COMPLETION OF REQUIRED COURSE WORK

A graduate student who is unable to complete required course work on time must submit to the Director of Graduate Study a request for an extension to reach the Graduate Office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the

## GRADUATE STUDY

time of initial enrollment in that course. If no grade is on file in the Graduate Office by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.



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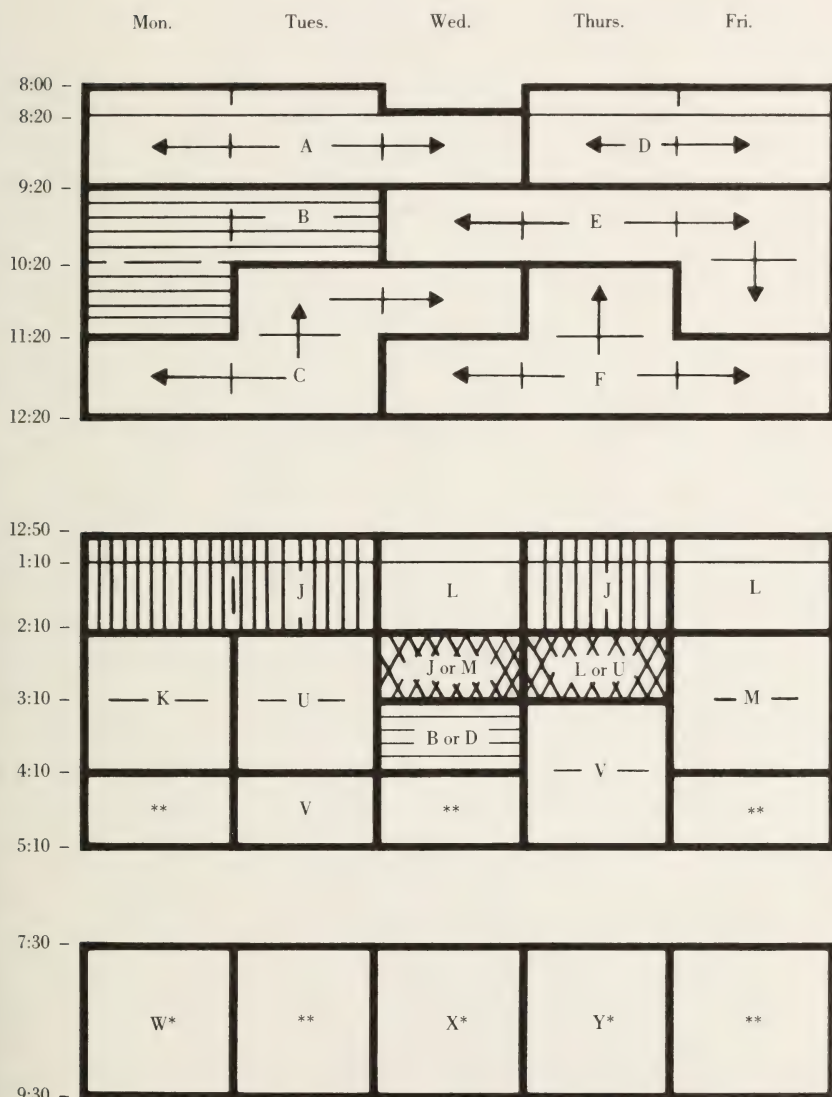
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Smith College is accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

# CLASS SCHEDULE

A student may not elect more than one course in a single time block except in rare cases which involve no conflict.



\*A three-hour laboratory session scheduled in block W, X or Y runs from 7 to 10.

\*\*Reserved for activities and events.











Smith College  
Archives

Smith College  
Northampton, Massachusetts 01063

Second Class  
Northampton, Massachusetts

59  
Ct  
1964



## 1984-1985 Catalogue



Smith College  
Northampton, Massachusetts 01063

SMITH COLLEGE BULLETIN

## SMITH COLLEGE BULLETIN

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All announcements herein are subject to revision.

Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.

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# 1984-1985 Catalogue

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Smith College  
Northampton, Massachusetts 01063

**SMITH COLLEGE BULLETIN**







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**Inquiries and Visits**  
**Smith College**  
**Northampton, Massachusetts 01063**  
**(413) 584-2700**

Visitors are always welcome at the College. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the College Calendar, p. 2, for the dates that the College is in session.) In the summer, offices are open from 8:00 a.m. to 4:00 p.m. At other times, including holidays, office staffs may be available by pre-arranged appointment.

Any questions about Smith College may be addressed to the following officers and their staffs, by mail, telephone, or interview.

**Admission**

Jorna R. Blake, *Director of Admission*  
62 West Street  
(413) 584-0515

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9:00 a.m. to 3:30 p.m. Monday through Friday and, during the first semester, from 9:00 a.m. to 12:00 noon on Saturday.

**Financial Aid and Campus Jobs for Undergraduates**

Anne F. Keppler, *Director of Financial Aid*  
College Hall 2, 10, and 12

(800) 221-2579, January 1-June 30, 1985  
2:00 p.m.-9:00 p.m. Eastern Time)  
Members of the Financial Aid Office are happy to answer questions about any aspect of financial aid and student assistance.

**Payment of Bills**

Harry C. Selgelid, *Treasurer*  
College Hall 4

**Parent Payment Plans**

Anthony Symanski, *Controller*  
College Hall 9

**Academic Standing**

Ann M. Burger, *Dean of the College*  
College Hall 21

Catherine H. Smith, *Dean of the Freshman Class*  
College Hall 23

Donald B. Reutener, *Acting Dean of the Sophomore Class and Associate Dean for Intercollegiate Study*  
College Hall 23

Thomas H. Lowry, *Dean of the Junior and Senior Classes*  
College Hall 23

**Student Affairs**

James R. Tewhey, *Associate Dean for Student Affairs*  
College Hall 24

**Career Planning and Alumnae References**

Barbara Reinhold, *Director of the Career Development Office*  
Pierce Hall 28

**Medical Services and Student Health**

Dr. Joan E. Morgenthau, *College Physician*  
Elizabeth Mason Infirmary, 69 Paradise Road

**Transcripts and Records**

Yvonne Freccero, *Director of Planning and Research and Registrar*  
College Hall 6

**Public Relations**

Ann E. Shanahan, *Director*  
Stoddard Hall

**Calendar**

Mary E. McDougale, *Secretary of the College*  
College Hall 30

**Development**

Charlotte B. Heartt, *Director*  
Clark House

**Graduate Study**

Alan L. Marvelli, *Director of Graduate Study*  
College Hall 3

**School for Social Work**

Katherine Gabel, *Dean of the School*  
Lilly Hall

**Alumnae Affairs**

Gertrude R. Stella, *Executive Director, Alumnae Association*  
(413) 584-2985

## Academic Calendar, 1984-85

The calendar for the academic year consists of two semesters separated by a three-week interterm in January. Each semester allows for 13 weeks of classes followed by approximately three days for pre-examination study and a four-day examination period.

### September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### First Semester

Tuesday, September 4, 10:00 a.m.—Houses open for freshmen

Tuesday, September 4, 7:30 p.m.—Freshman Class Meeting

Wednesday, September 5, 9:00 a.m.—Freshman Class Meeting

Saturday, September 8, 12:00 noon—Houses open to upper classes

Sunday, September 9, 7:30 p.m.—Opening Convocation

Monday, September 10, 8:00 a.m.—Classes begin

### October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Mountain Day—To be announced by the President (holiday)

Friday, October 12, 4:10 p.m.-Wednesday, October 17,  
8:00 a.m.—Autumn Recess

### November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Monday, November 12-Friday, November 16—Course registration for the second semester

Tuesday, November 20, 5:10 p.m.-Monday, November 26,  
8:00 a.m.—Thanksgiving Recess

### December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Friday, December 14—Last day of classes

Saturday, December 15-Monday, December 17—Pre-examination study period

Tuesday, December 18-Friday, December 21—Midyear examinations

Friday, December 21, 4:30 p.m.-Monday, January 7, 8:00 a.m.—Winter Recess



# January

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# Interterm Period

Monday, January 7-Sunday, January 27

The January Interterm is a period for reading, research, and concentrated study for both students and faculty. Libraries, the language laboratory, practice rooms, and sports facilities are open; research laboratories, art studios, and other facilities remain open at the discretion of the departments concerned. Faculty, students, and staff offer a full schedule of courses, seminars, trips, and conferences in academic and non-academic subjects. Students are not required to be in residence, and no academic credit is granted for work done at Smith or elsewhere during this period.

# Second Semester

Sunday, January 27, 7:30 p.m.—All-College Meeting

Monday, January 28, 8:00 a.m.—Classes begin

Wednesday, February 20—Rally Day Exercises

# February

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

# March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Friday, March 15, 4:10 p.m.-Monday, March 25, 8:00 a.m.—Spring Recess

# April

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Monday, April 15-Friday, April 19—Course registration for the first semester of 1985-86

# May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Friday, May 3—Last day of classes

Saturday, May 4-Monday, May 6—Pre-examination study period

Tuesday, May 7-Friday, May 10—Final examinations

Sunday, May 19—Commencement

☐: The College is not in session.



## The History of Smith College

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**Laureus Clark Seelye**  
undertook the presidency.

**1873**

Smith College opened  
with 14 students.

**1875**

Dedicated at President Seelye's inauguration, College Hall served all the College's purposes except housing.

**1877**

Hatfield Hall, named after Sophia Smith's home town, was built to be a student house. In 1926, it became an academic building and now serves the language departments.

**1882**

Originally built as the Music Building, Pierce Hall housed the psychology department from 1924-67. The building was renamed in memory of Professor Arthur Henry Pierce of the psychology department.

**1886**

Alfred Theodore Lilly gave funds for Lilly Hall to be a Hall of Science, which it remained until 1966 when the new Clark Science Center was opened. Now the Word Processing Center, M'Wangi Cultural Center, Smith Management Program, and the School for Social Work share the building.

The College acquired Clark House. It was home to students each year from 1908-1983 and now graciously accommodates the development office.

**1891**

Alumnae Gymnasium was given by alumnae and their friends. The building was renovated in 1983 to house the Smith College Archives, Sophia Smith Collection and a Nonprint Resources Center. In 1893, Alumnae Gym was the site of the first basketball game played by women.

**1896**

The Lyman Plant House, named in memory of Anne Jean Lyman, was given to the College. It underwent renovations in 1981 which modernized the facility and improved the greenhouse lab space for students.

**1899**

Seelye Hall was given to Smith by the President's friends.

Stoddard Hall was built and named in honor of John Tappan Stoddard, Professor of Physics and Chemistry. It was enlarged in 1918. After years of vacancy, it now provides office space for the Student Government Association and the public relations office.

In his 35-year tenure, Smith grew from a legacy of \$400,000 to over \$3 million; the faculty increased twentyfold from six to 122; the student body expanded from 14 to 1635; and the buildings increased from three to 35.

**1905**

Smith College established a recognized chapter of Phi Beta Kappa which elected students in its first year. Annual membership at Smith now stands at about 100.



**Marion LeRoy Burton** assumed the presidency, with the goals of modernizing the administrative business methods, improving the faculty-student ratio, raising staff salaries, updating equipment, and revising the curriculum.

**William Allan Neilson** assumed the presidency.

Smith College now was one of the largest women's colleges in the world. Neilson's mission was to provide all the advantages of a large institution with none of the disadvantages. The number of faculty increased, but the student body remained constant at about 2,000. All students lived on campus in the original "cottage" plan. His new administrative structure included Class Deans, five resident physicians, and a Director of Vocational Guidance and Placement.

The Junior Year Abroad Programs and Special Honors Programs were implemented.

**1909** The William Allan Neilson Library was built as a gift of Andrew Carnegie, alumnae, and friends. It has been enlarged, expanded and renovated in 1937, 1962, and most recently in 1982.

**1910-11** The Boathouse and Crew House were built on Paradise Pond.

**1917**

**1918** The School for Social Work was formed.

**1919** The Elizabeth Mason Infirmary Building, commemorating Elizabeth Mason Howland '04, was opened. It houses the medical and counseling staff as well as an Intermediate Health Care facility.

**1920** The President's House was completed to serve as a home and as an official place for college functions.

**1921** The College received several bequests from the estate of Bessie T. Capen, who had run the Capen School until her death, including Gill Hall, which had been built in 1918, Capen House, and Capen Annex. Gill Hall has been annexed several times to accommodate the Campus School, which accepts children ranging from kindergarten through the ninth grade. Pre-school children can attend Fort Hill, near the campus, which is also a Smith-sponsored school. Together they form important resources for the Education and Child Study Department whose offices can be found in Morgan Hall, named for Elisabeth Morrow Morgan '25.



Under President Neilson, Smith College came to be known as one of the leading colleges in the country irrespective of our students' gender.

1924 The College Laundry building was completed.

Sage Hall was completed and named in honor of Mrs. Russell Sage. It has music practice rooms, faculty offices, and a 743-seat auditorium.

Scott Gymnasium was built and named in honor of Colonel Walter Scott.

1935 Smith College was the first women's college to be granted a Charter to establish a Chapter of the Society of the Sigma Xi. Now about 40 Smith students are elected annually.

1937 The William Allan Neilson Library was enlarged.

1938 The Alumnae Association presented the Alumnae House to the College. It has a variety of meeting rooms used both by alumnae and by the College.

Elizabeth Cutter Morrow '96 was named Acting President and served her college well.

1939 The Field House was built with funds from the Classes of 1938 and 1939, the undergraduates, the Athletic Association, and the Trustees.

Herbert Davis became the College's fourth president. The College went into year-round session to speed students through college so they could help the war effort sooner.

1940

1942-45 Roughly 9,500 women attended the Navy Department's Officer's Training Unit of the Women's Reserve at Smith, using the Florence Gilman Pavilion of the Elizabeth Mason Infirmary Building as their station.

1946 The College acquired the Services and Stores Building, which had been built in 1899. Nearby is the Central Heating Plant, built in 1947.

Benjamin Fletcher Wright was named president.

1949

Interdepartmental courses were introduced into the curriculum, and faculty salaries were increased.

1950 The College's first capital campaign, The Seven Million Dollar Fund, reached a successful conclusion.

1955 Helen Hills Chapel was completed.

Thomas Corwin Mendenhall became president.

1959

The Five College Consortium of Amherst, Hampshire, Mount Holyoke, Smith and the University of Massachusetts established guidelines for institutional cooperation and course exchange privileges.

The faculty and Trustees voted to reaffirm the purpose of Smith College as a women's college. Specific course requirements for graduation were abolished. The Departmental Honors Program, Smith Scholars Program, and Independent Study were expanded.

Centennial Year

Jill Ker Conway became the first woman president.

- 1960 Members of the Board of Trustees gave the Faculty Center to the College. It has a gracious dining room and terrace overlooking Paradise Pond, as well as a lounge and several meeting rooms.
- The College acquired Elizabeth Drew Hall and used it as a student house until 1977, when it was renovated to serve as the admission office. It was named for Elizabeth Drew, author, critic and poet who taught at Smith from 1946-1961.
- 1961 Wright Hall was completed. With its 51 faculty offices, seminar rooms, language lab, lecture hall for 404, the Jahnige Social Science Research Center and conference lounge, it constitutes a multi-purpose academic center.
- 1964 The Observatory in West Whately was finished.
- 1965 McConnell Hall, named in memory of David McConnell, was completed as a beginning of the Clark Science Center.
- 1966 Sabin-Reed Hall was built as the next phase of construction for the Clark Science Center.
- 1967 The renovated Burton Hall was reopened to complete the Clark Science Center.
- 1968 The Mendenhall Center for the Performing Arts was completed. It forms a quadrangle of Sage Hall, built in 1924, the Theatre Building with two theatres and supporting facilities, Berenson Dance Studio for dance, and the Werner Josten Music Library.
- 1971
- 1972 In the fall, the Fine Arts Center was completed, with Tryon Hall for the Museum of Art; Graham Hall for lectures, exhibits and special events; and Hillyer Hall with studio facilities, faculty offices, and the Art Library. These areas are clustered around a sculpture courtyard.
- 1974-1975 The College's \$45 million Seven-Year Capital Campaign drew to a successful close.
- 1975

- 1977** The new Ainsworth Gymnasium, named for Dorothy Sears Ainsworth '16, the Director of Physical Education from 1931-1960, was opened in tandem with the newly renovated Scott Gymnasium.
- 1981** The \$40 million capital campaign goal was achieved and surpassed.
- 1982** The William Allan Neilson expansion and renovation project was completed.
- 1983** The renovated Alumnae Gymnasium was completed to house the Smith College Archives, Sophia Smith Collection, and a Nonprint Resources Center.

## The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

**Kurt Koffka, Ph.D.**

*Psychology*  
1927-32

**G. Antonio Borgese, Ph.D.**

*Comparative Literature*  
1932-35

**Sir Herbert J. C. Grierson, M.A., LL.D.,  
Litt.D.**

*English*  
Second semester, 1937-38

**Alfred Einstein, Dr. Phil.**

*Music*  
First semester, 1939-40; 1949-50

**George Edward Moore, D.Litt., LL.D.**

*Philosophy*  
First semester, 1940-41

**Karl Kelchner Darrow, Ph.D.**

*Physics*  
Second semester, 1940-41

**Carl Lotus Becker, Ph.D., Litt.D.**

*History*  
Second semester, 1941-42

**Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)**

*Botany*  
1942-43

**Edgar Wind, Ph.D.**

*Art*  
1944-48

**David Nichol Smith, M.A., D.Litt.  
(Hon.), LL.D.**

*English*  
First semester, 1946-47

**David Mitrany, Ph.D., D.Sc.**

*International Relations*  
Second semester, 1950-51

**Pieter Geyl, Litt.D.**

*History*  
Second semester, 1951-52

**Wystan Hugh Auden, B.A.**

*English*  
Second semester, 1952-53

**Alfred Kazin, M.A.**

*English*  
1954-55

**Harlow Shapley, Ph.D., LL.D., Sc.D.,  
Litt.D., Dr. (Hon.)**

*Astronomy*  
First semester, 1956-57

**Philip Ellis Wheelwright, Ph.D.**

*Philosophy*  
Second semester, 1957-58

**Karl Lehmann, Ph.D.**

*Art*  
Second semester, 1958-59

**Alvin Harvey Hansen, Ph.D., LL.D.**

*Economics*  
Second semester, 1959-60

**Philippe Emmanuel Le Corbeiller,  
Dr.-ès-Sc., A.M. (Hon.)**

*Physics*  
First semester, 1960-61

**Eudora Welty, B.A., Litt.D.**

*English*  
Second semester, 1961-62

**Dénes Bartha, Ph.D.**

*Music*  
Second semester, 1963-64

**Dietrich Gerhard, Ph.D.**

*History*  
First semester, 1967-68

**Louis Frederick Fieser, Ph.D., Sc.D. (Hon.)  
D.Pharm. (Hon.)**

*Chemistry*  
Second semester, 1967-68



Wolfgang Stechow, Dr. Phil., L.H.D.,  
D.F.A. (Hon.)

*Art*

Second semester, 1968-69

Robert A. Nisbet, Ph.D.

*Sociology and Anthropology*

First semester, 1971-72

Louise Cuyler, Ph.D.

*Music*

Second semester, 1974-75

Herbert G. Gutman, Ph.D.

*American Studies*

1977-78

Renée C. Fox, Ph.D., Litt.D. (Hon.)

*Sociology and Anthropology*

First semester, 1980-81

Auguste Anglès, Docteur ès Lettres

*French*

First semester, 1981-82

Victor Turner, Ph.D.

*Religion and Biblical Literature*

First semester, 1982-83

## The Ruth and Clarence Kennedy Professorship in the Renaissance

The Ruth and Clarence Kennedy Professor-  
ship in the Renaissance, commemorating

the Kennedys' commitment to the study of  
the Renaissance and their longstanding  
devotion to Smith College, has been held  
by the following distinguished scholars:

Charles Mitchell, M.A.

*Art History*

1974-75

Felix Gilbert, Ph.D.

*History*

1975-76

Giuseppe Billanovich,

Dottore di Letteratura Italiana

*Italian Humanism*

Second semester, 1976-77

Jean J. Seznec, Docteur ès Lettres

*French*

Second semester, 1977-78

Hans R. Guggisberg, D.Phil.

*History*

First semester, 1980-81.

Alistair Crombie, Ph.D.

*History of Science*

Second semester, 1981-82

John Coolidge, Ph.D.

*Architecture and Art History*

Second semester, 1982-83

Howard Mayer Brown, Ph.D.

*Music*

First semester, 1983-84.



## The Academic Program

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Smith College began in the conscience of a New England woman, who found herself at the age of 65 the sole inheritor of a large fortune. After much deliberation, Sophia Smith decided to leave \$400,000 to found a college for women as her way of fulfilling a moral obligation to society. Aided by the Reverend John Morton Greene, she adopted the plan, in the words of her will, "... with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our Colleges to young men." She continued, "It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness, and honor, now withheld from them." Despite the global changes since she wrote her will, Sophia Smith's words still articulate Smith's mission.

Laureus Clark Seelye, the College's first president, interpreted Sophia Smith's words to mean that Smith College should establish the same high standards of admission as the best colleges for men; the same breadth in the curriculum; the same dedication to the liberal arts including the natural and social sciences as well as literature, art, and music; and the provision of contemporary and complete facilities. He created a college that had rigorous academic expectations, in the belief that women could meet and enjoy the same exacting standards as men. The students of today still find those high standards of academic excellence at Smith and enjoy the excitement of an intellectually rich community, supported by sophisticated facilities, excellent resources, and a wide range of services. Modeled after the best colleges of the times, Smith has grown to become a leading national institution.

Later in her will, Sophia Smith enumerated the subjects that still form a vital part of the curriculum, adding, "And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of woman." With these words, she charged the leaders of the College to welcome change and to relate the College's offerings to the issues and concerns of the times. Today we interpret this charge as a responsibility to prepare each student for her future through the traditional skills of reading critically, writing and speaking clearly and effectively, and knowing how to teach herself, and through the new skills of obtaining information from diverse and complex sources, acquiring competence in a computerized environment, and preparing for the future in a rapidly changing world.

Sophia Smith's beliefs are repeatedly confirmed by the success of her



College and of its graduates. Today the College is a lively campus of more than 90 buildings and 400 acres, a faculty of over 250 scholars, a student body of approximately 2,600 students, and an alumna roster that has grown to over 44,000. These alumnae are leaders in the fields of literature, politics, science, and the arts. Through a century of change, the ideals set forth for Smith College have remained intact.

## The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world's past, present, and future. Therefore we recommend that students pursue studies in the major fields of knowledge:

*Literature*, either in English or some other language, because it is a major form of aesthetic expression, contributes to our understanding of human experience, and plays a central role in the development of culture;

*Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy, and theatre, because they provide a perspective on the development of human society and culture and detach us from the parochialism of the present;

*Social science*, because it offers a systematic and critical inquiry into human nature, social institutions, and human relationships;

*Natural science*, because of its methods, its contribution to our understanding of the world around us, and its significance in modern culture;

*Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;

*The arts*, because they constitute the media through which man has sought, through the ages, to express his deepest feeling and values; and

*A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture, and makes possible communication outside one's own society.

*Exercise and sport studies* are recommended for recreation, health, and the opportunity to develop skills that may enrich one's future life.

The diversity of student interests, aptitudes, and backgrounds, the range and variety of the curriculum, and the rapidity of change in knowledge and ways of learning make it difficult, if not impossible, to prescribe a detailed and complete course of study which would implement these goals and be appropriate for every student. The requirements for the degree are therefore quite general and allow much flexibility in the design of a course of study leading to the degree.



## The Major

A student's program requires from nine to 12 regular semester courses in a departmental major and 16 semester courses outside the major department for a total of 32 semester courses (128 semester hours). The remainder of the program, usually four to seven semester courses, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies	History
Anthropology (see Sociology & Anthropology)	Italian Language and Literature
Art	Mathematics
Astronomy	Music
Biological Sciences	Philosophy
Chemistry	Physics
Classical Languages & Literatures	Political Science (see Government)
Economics	Portuguese (see Spanish & Portuguese)
Education & Child Study	Psychology
English Language & Literature	Religion & Biblical Literature
French Language & Literature	Russian Language & Literature
Geology	Sociology & Anthropology
German Language & Literature	Spanish & Portuguese
Government	Theatre

Interdepartmental majors are offered in the following areas:

American Studies	Comparative Literature
Ancient Studies	Computer Science
Biochemistry	Medieval Studies

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by at least two departments, subject to the approval of the Committee on Academic Policy.

A student may complete the requirements of two departmental majors and have both indicated on her record.

## The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of five or six courses from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Archaeology	Neuroscience
East Asian Studies	Political Economy
History of the Sciences	Public Policy
International Relations	Third-World Development Studies
Jewish Studies	Women's Studies
Logic	

Students also may design their own interdepartmental minors with the advice of two faculty members from different departments, with the approval of the departments concerned and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The Subcommittee is chaired by the Dean of the Junior and Senior Classes. Student-designed minors must differ substantially from existing minors.

## **Advising**

### **Pre-Major and Major Advisers**

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad requirements of the College and will further her personal goals and aspirations. The Freshman Class Dean assigns a pre-major faculty adviser to each freshman, matching her expressed interests to the adviser's academic expertise. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

### **The Minor Adviser**

A student electing a departmental or interdepartmental major will have the guidance of a faculty adviser who represents that discipline, in addition to the help of

her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

### **Pre-Medical and Pre-Health Professions Advising**

Students who wish to prepare for a career in medicine have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements to medical schools.

Students interested in a pre-medical or other health-related program should consult one of the advisers (see p. 117) as early as possible in their college careers.

### **Pre-Law Advising**

The Pre-Law Adviser in the Government Department works with the College's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the Pre-Law Adviser about her objectives and her academic program.

### **Engineering Advising**

Students who are interested in engineering should consult the director of the Dual Degree Programs in Liberal Arts and Engineering. More information about the program can be found on p. 19.

## **Academic Honor Code**

In 1944, the students of Smith College voted to establish an academic honor system in the belief that each member of the Smith community had an individual obligation to uphold the academic standards of the College. The basic assumption, that the learning process is a product of individual effort and enthusiasm and therefore assumes a moral and intellectual integrity, still obtains. The Academic Honor Code is the institutional expression of these beliefs. The Code exacts a commitment from each individual to be honest, and to respect and respond to the demands of community living.

## **Special Programs**

### **Accelerated Course Programs**

Students having a cumulative average of 3.0 (B) may request permission from the Administrative Board to complete the requirements for the degree in six or seven semesters. Petitions must be filed with the Class Dean at least two semesters before the expected date of graduation. Four semesters (normally 64 semester



hours), including two of the final four semesters of degree work, must be completed in residence at Smith College in Northampton. Up to 12 semester hours of summer school credit may be counted toward the degree. A maximum of one year's credit (32 semester hours) may be accumulated toward the degree through a combination of Advanced Placement and summer school credit.

### **The Ada Comstock Scholars Program**

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Many women who choose not to start or finish college directly after high school wish to return later to earn a degree. The Ada Comstock Scholars Program provides various options for such women: reduced course loads, individually arranged housing, special academic advising, and career counseling. We offer financial aid to each woman with demonstrated need. Ada Comstock Scholars bring with them their life experiences, relating these to their academic pursuits. Their participation enhances classroom study for all undergraduates.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital and parenting circumstances, socio-economic status, and involvement in campus life after she enrolls at Smith. Each has a high level of ability (not necessarily shown previously in school) and strong motivation to finish her college education despite the demands of complicated personal lives. This widely disparate group of women contributes vigor, varied perspectives, intellectual abilities, and enthusiasm to all aspects of Smith life. We work to help them achieve their goals by offering special orientation programs, holding social functions tailored to their preferences, and arranging "big sisters" for new students. The full range of Smith courses, majors, minors, and programs are open to Ada Comstock Scholars.

Some Comstock Scholars take one course per semester, while others take as many as five. We consider three or more courses to be a full-time program. With the exception of the course load, Comstock Scholars complete the same program of studies, meet the same requirements, and have available to them the same facilities and services as other undergraduates. The basic college requirements for all students for the degree include completing 128 semester hours, at least 64 at Smith, with a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. At least 32 of the Smith credits must be earned during junior and senior years. At least 16 courses must be outside the major.

For information about how to apply, see Admission, p. 80. Information about expenses and how to apply for aid can be found on p. 71 of Fees and Financial Aid. For more information about the Ada Comstock Scholars Program, contact Eleanor Rothman, Director of the Ada Comstock Scholars Program, at (413) 584-2700, extension 815.



### **Community Auditing: Non-Matriculated Students**

Members of the local community are welcome to audit a lecture course at Smith on a space-available basis with the permission of the instructor. Both forms for the faculty member's signature and more information about auditing are available at the Registrar's Office. There is a \$10.00 fee for each lecture course (\$75.00 for performance and language courses; studio art courses are not available). Auditors are invited to attend classes, but they do not participate in other aspects of college life.

### **Engineering**

The Smith College Dual Degree Programs in Liberal Arts and Engineering, in conjunction with the University of Massachusetts School of Engineering, offer a unique opportunity for the integration and concurrent study of courses in liberal arts and engineering. Smith's Programs offer either a comprehensive five-year curriculum leading to the Smith A.B. and the University B.S. in engineering, or a course of study leading to the Smith A.B. and the University of Massachusetts M.S. The M.S. degree from the University usually will require 1½-2½ years of study beyond graduation from Smith. Alternately, a student can simply incorporate engineering courses into her Smith program, without seeking a second degree.

The student must complete all the usual requirements for a Smith A.B. degree. Ordinarily, she chooses a major in a field of scientific study that complements her engineering interests. In the second or third year, a balance of liberal arts and engineering courses will be developed in close conjunction with the program advisers at both Smith and the University.

The School of Engineering offers majors in Chemical, Civil, Electrical and Computer, and Mechanical Engineering, and in Industrial Engineering/Operations Research. There are programs in each of these departments leading to more intensive study in such areas as the environment, alternative energy sources, management, and health care delivery.

In 1984-85 Elaine Henshon will be the academic adviser at Smith for these programs.

### **Five College Course Exchange**

After the first semester of her freshman year, a student in good standing may take a course without additional cost at Amherst, Hampshire, and Mount Holyoke Colleges and the University of Massachusetts if the course is appropriate to the educational plan of the student.

### **Honors Program**

A Departmental Honors Program allows a student with strong academic background to work with greater independence and in greater depth in the field of her

major. The program permits flexibility in the planning and execution of the major and, at the same time, provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars.

Each department has a Director of Honors, schedules its own honors program and sets its own conditions for admission. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental Director of Honors.

For admission to the honors program a student submits an application to the departmental Director of Honors. The Director forwards the application, together with the recommendation of the department, to Thomas Lowry, Dean of the Junior and Senior Classes, acting as chair of the Subcommittee on Honors and Independent Programs, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to Thomas Lowry, Dean of the Junior and Senior Classes.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.

### **Independent Study**

Juniors and seniors, with the approval of their department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, may be granted a maximum of one semester's credit for independent study. Applications should be forwarded to Thomas Lowry, Dean of the Junior and Senior classes and chair of the Subcommittee. Normally this study will be pursued on the Smith campus under the supervision of members of the department(s) concerned.

With the approval of their department(s) and the Subcommittee, students may be granted a maximum of eight hours credit for off-campus work and study. The project must be directly related to the student's academic program and be supervised and evaluated by members of the department(s) concerned.

The deadline for submission of proposals for independent study is December 1 for a second-semester program and May 1 for a first-semester program.

### **Smith Scholars Program**

The Smith Scholars Program provides a framework within which highly motivated and talented students are allowed to spend one or two years working on

projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines, and those who have the ability to translate experience gained in work done outside the College into academic terms.

A student may apply for admission to the program at any time between December 1 of her sophomore year and April 1 of her junior year. The student submits to the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a statement of her program and project, two supporting recommendations from instructors who have taught her in class, and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s), and the Subcommittee.

Advisers are expected to submit to the Subcommittee, each semester, evaluations of the student's progress. The Subcommittee will review these evaluations and may ask a student to withdraw from the Smith Scholars Program and resume a normal course program if the special project is not progressing well.

Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play, or some combination of these.

The student's record, for the period she is in the program, will include grades in whatever courses she has taken, her advisers' evaluation of her performance, and the Subcommittee's recommendation with respect to her degree.

## Study Abroad Programs

All applications for study abroad, whether for Smith or non-Smith programs, must be filed with the Committee on Study Abroad by February 1.

Students who participate in the Smith College Junior Year Abroad Programs and other Affiliated Study Abroad Programs listed here are not considered on leave of absence. However, the year elsewhere does not count toward the required two years in residence in Northampton.

### Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines the opportunity for study, research, and residence in foreign countries. There are four programs in Europe: France (Paris), Germany



(Hamburg), Italy (Florence), and Switzerland (Geneva). Students from colleges other than Smith, as well as Smith students are accepted for the programs. The programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students a mature awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art, and theatre of each country; meetings are arranged with outstanding scholars, writers, and leaders. During the academic year students reside with local families, in student dormitories, or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Participation in each program spans a full academic year; students are not accepted for a single semester.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the College. The Director oversees the academic programs and general welfare of the students. Details of group procedures are worked out with student committees, the social regulations in each case adapted to the customs of the country. During vacations the College assumes no obligation for participants in the Junior Year Abroad Programs. The supervision of the Director ends with the close of the academic year.

Candidates with strong academic records and with sufficient language training are selected each year to spend the year abroad. All prospective candidates are urged to seek advice, beginning in the freshman year, concerning the best sequence of courses in the language of the country in which they wish to study. A Smith Honors candidate should consult the Director of Honors in her department before applying to go abroad. In some departments students who spend the junior year abroad may apply for admission to the Honors Program at the beginning of the senior year. The selection of members for each group is determined by a special faculty committee.

For the programs in Florence, Hamburg, and Paris, the comprehensive fee covering tuition, room, and board is the same as the comprehensive fee for the year's study in Northampton. For the Geneva program the comprehensive fee covers tuition and room only with meal costs assumed by the student. Travel and incidental expenses vary according to individual tastes and plans.

In the case of a student's withdrawal from a Junior Year Abroad Program during the course of the year, it is the policy of the College to refund only those payments for board and room subject to cancellation by the Director. Tuition charges for the year are not refundable.

Applications must be filed with the Committee on Study Abroad by February 1.



**Florence.** The year in Florence begins with a month of intensive work in the Italian language. Classes in art history, literature, and history are also given as preparation for the more specialized work of the academic year. In October the students are matriculated at the University together with Italian students. Students may elect courses offered especially for Smith by University professors, as well as the regular University courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature, and history; other fields of study include music, religion, government, philosophy, and comparative literature. The students live in private homes selected by the College. The minimum language requirement is normally two years of college Italian.

**Geneva.** The Junior Year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international law, comparative literature, anthropology, psychology, American studies, history of art, and religion. Students are fully matriculated at the University of Geneva and enjoy the privilege of taking courses also at its associate institutes where the present and past role of Geneva as a center of international organization is consciously fostered. Exceptional opportunities include the faculty of psychology and education which continues the work of Jean Piaget, the rich holdings of the museums of Geneva in Western and oriental art, as well as a distinguished range of course offerings in theology and the study of classical antiquity.

Students in the program attend a preliminary session of intensive language training in Paris (from early September until mid-October). The academic year in Geneva begins in late October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. Normally the minimum language requirement is at least two years of college French.

**Hamburg.** The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from mid-April to mid-July) separated by a two-month vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, and excursions to other parts of interest in Germany. During the academic year the students are fully matriculated at the University of Hamburg. They attend the regular courses offered by the University and special tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available: art (studio and history), biology, history, mathematics, music, history, philosophy, physics, psychology, religion, and sociology. The minimum language requirement is normally two years of college German.

**Paris.** The program in France begins in Aix-en-Provence, where a five-week period is devoted to intensive work in the language, supplemented by courses, lectures, and excursions to several Provençal sites and to the Riviera. In mid-October, at the opening of the French academic year, the group goes to Paris where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the French University; for example, art history at the Institut d'Art et d'Archéologie; studio art at the École des Beaux Arts; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion, and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students, sometimes in conjunction with lectures at the Collège de France or the École des Hautes Études. The students live in private homes selected by the College.

#### **Affiliated Study Abroad Programs**

In addition to the College's four programs listed above, students may participate in any of several other programs with which the College has formal affiliation.

**Programa de Estudios Hispánicos en Córdoba.** Smith College is one of seven institutions affiliated with the Programa de Estudios Hispánicos en Córdoba in Spain. Córdoba is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries, and the social and political movements of the nineteenth and twentieth centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult Erna Kelley, Department of Spanish and Portuguese. Applications are due no later than February 1.

**The Junior Year in Leicester, England.** A limited number of qualified students majoring in sociology may spend their junior year at the University of Leicester in England. They live in university halls of residence and follow the regular program of lectures, seminars, and tutorials required of sociology students at Leicester. A member of the University's faculty serves as adviser to Smith College students.

**The Junior Year in Sussex, England.** Each year the College is authorized to nominate two Smith students, one of whom must be an American studies major, to attend the University of Sussex in England. These students are matriculated directly into the University, live in the university residences, and follow a regular university course program.

Interested students should consult with Donald Robinson, Director of the

American Studies Program, or with Donald Reutener, Acting Associate Dean for Intercollegiate Study.

**Intercollegiate Center for Classical Studies in Rome.** Smith College is one of a number of American colleges and universities to participate in this Center. Qualified majors in classics, ancient studies, and art history may spend one semester of their junior (or, in some cases, sophomore) year at the Center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Russian history, ancient art and archaeology, and field trips through Italy and Greece. The faculty of the Center is composed of members of the faculties of the participating institutions. Instruction is in English.

Admission to the program is limited to students who have a cumulative average of B. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek.

Interested students should consult Charles Henderson, Department of Classical Languages and Literatures.

**Cooperative Russian Language Program.** Through its affiliation with the Council on International Educational Exchange, Smith College students who have the requisite language background, normally a minimum of two years of college-level Russian, may apply for a semester or year's study at Leningrad State University. Interested students should consult with Alexander Woronzoff, Department of Russian Language and Literature.

**The Associated Kyoto Program.** Smith College is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Interested students should consult Taitetsu Unno, Department of Religion and Biblical Literature.

**Fudan University, Shanghai, China.** The College participates in a one-to-one student exchange with Fudan University in Shanghai. Interested students should consult with Daniel Gardner, Department of History, or Steven Goldstein, Department of Government. Applications must be submitted to the Committee on Study Abroad by February 1.

**Independent Study Abroad.** Students who wish to study abroad in programs other than those described above or who independently gain admission to a foreign university should consult Donald Reutener, Acting Associate Dean for Intercollegiate Study concerning procedures for leaves of absence and evalua-



tion of transfer credit. Applications for provisional approval by the Committee on Study Abroad should be submitted no later than February 1. The minimum requirements for approval are an overall 3.0 (B) average and normally at least one year of the language of the country in which the program or university is located.

### **Other Off-Campus Study Programs**

**Study at Historically Black Colleges.** Interested students may apply for a year's study, usually in the junior year, at one of the following institutions: Howard University, North Carolina Central University, Spelman College, and Tougaloo College. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the Class Dean. Application forms are available in the Class Deans' Office and must be filed by March 1 preceding the year away from Smith College.

**Twelve College Exchange Program.** Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. The exchange is open to a limited number of students and is intended primarily for the junior year. Only in exceptional cases will requests for a one-semester exchange be approved. Normally students participating in the program may not transfer to the host institution at the end of their stay there.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social, and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the Class Dean.

Application forms are available through the Class Deans' Office.

**Pomona-Smith Exchange.** The College participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average are eligible. Applications are available in the Class Deans' Office.



**Semester in Washington Program.** The Department of Government offers the Semester in Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on p. 193.

**Internship at the Smithsonian Institution.** The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on p. 89.

## Graduate Study

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**A**t Smith, we have a small nucleus of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members, and access to superb facilities. Each year about 100 students participate in advanced work, which is available in most departments at the College and in various professional fields. Many graduate students choose Smith as a transition from one field to another, to prepare on the graduate level for further work elsewhere, for their personal delight, or to pursue special programs that are available here. They may be working toward a degree or diploma, or they may enroll as special students (non-degree) and register for one or more courses. They all find that they are part of a well-respected program of quality.

We offer graduate work leading to the degrees of Master of Arts, Master of Arts in Teaching, Master of Fine Arts (Department of Dance), Master of Education, Master of Education of the Deaf, and Master of Science in Physical Education, as well as a limited program leading to the degree of Doctor of Philosophy. In special one-year programs, students from foreign countries may qualify for a Certificate of Graduate Studies or a Diploma in American Studies.

Most graduate courses, which are designated as 400-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work, or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, French, geology, and physics. The degree is awarded by the University in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the Dean of the Graduate School, University of Massachusetts, Amherst, Massachusetts 01003.

### Admission

To enter a graduate degree program a student must have a Bachelor's degree or its equivalent, an undergraduate record of high caliber, and acceptance by the department concerned. Applicants who wish to be considered for financial aid

must submit their credentials before March 1 of the spring preceding registration. Applications for the Diploma in American Studies program must be received on or before February 1 of the proposed year of entry into the program; applications for the Master of Education of the Deaf program must be received on or before April 1 of the proposed year of entry into the program. Other applicants also are urged to present their credentials in the spring but may apply as late as July 31. Applicants must submit their credentials in duplicate and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution, and scores from either the Graduate Record Examinations or the Miller Analogies Test. Candidates may be asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the Director of Graduate Study.

Smith College admits male and female graduate students of any race, color, creed, handicap, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to graduate students at the College. Smith College does not discriminate on the basis of race, color, creed, handicap, sex, or national origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other programs for graduate students administered by the College.

## **Residence Requirements**

Students who are registered for a graduate degree program at Smith College are considered to be in residence. With the approval of their academic adviser and the Director of Graduate Study, they may take a maximum of three courses for degree credit at Amherst, Hampshire, or Mount Holyoke college or the University of Massachusetts. We strongly recommend that work for advanced degrees be continuous; if it is interrupted, or undertaken on a part-time basis, an extended period is permitted, but all work for a Master's degree must be completed within a period of four years. During this period a continuation fee of \$50 will be charged for each semester in which a student is not enrolled at Smith College in course work toward the degree.

## **Degree Programs**

### **Master of Arts**

Applicants to the Master of Arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about

specific details to the Director of Graduate Study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of eight semester courses of work, of which at least four, including those in preparation of the thesis, must be of graduate level. The remaining four may be undergraduate courses (of intermediate or advanced level), but no more than two courses at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for as many graduate level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B – but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a Pass/Fail basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is normally equivalent to one or two semester courses. Two typewritten copies must be presented to the Committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the Director of Graduate Study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the departments of art, history, physics, psychology, and sociology, which occasionally accept M.A. candidates under special circumstances, departments which are not listed do not offer this degree.

**Biological Sciences.** Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. Programs for the Master's degree are designed to meet individual needs and ordinarily include the equivalent of two semester courses spent in research for the thesis. We offer opportunities for advanced study and research in a wide variety of specializations within the department.



**Chemistry.** The Bachelor's degree with a major in chemistry is usually required for admission to graduate work. The program for the Master's degree ordinarily includes the equivalent of two semester courses spent in research for the thesis, as well as two semester courses in both physical chemistry and organic chemistry. The program also includes work in inorganic chemistry, biochemistry, physics, and mathematics, depending on the field of the thesis.

**Education and Child Study.** At least three semester courses in education above the freshman level should be included in an applicant's undergraduate training as well as supporting courses in child development and psychology or history and philosophy. Education 452a or b and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and should submit scores for the Miller Analogies Test.

**French.** Candidates should have had an undergraduate major in French or its equivalent, although exceptions will be made in individual cases. All candidates should submit with their applications a long paper in French.

**Italian.** Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature, or in a subject related to Italian studies, such as art, history, or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year in Florence, Italy, as participants in the Smith College Junior Year Abroad Program in Florence and must take eight semester courses at the graduate and advanced levels.

**Music.** Candidates should have had at least nine semester courses in music at the undergraduate level including experience in theory (harmony, counterpoint, analysis), a general survey of music history, and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard, and a reading knowledge of German, French, or Italian to be established by a short language examination administered to entering students by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The Master of Arts program in music, normally completed in two academic years, requires twelve semester courses, normally distributed as follows: a minimum of six at the graduate level (two of which will be in preparation of the thesis), and a maximum of six at the undergraduate level (two of which—with the approval of the departmental graduate adviser—may be at the intermediate level). Two of the twelve

required semester courses may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect four semester courses in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

**Philosophy.** A candidate should have had at least six semester courses in philosophy and three semester courses in closely related fields. A two-semester thesis is required.

**Religion.** A candidate should have completed undergraduate studies in religion or in related fields such as can satisfy the department that he or she has the competence for graduate work in religion. *In addition to* the eight courses required by the college rules for the Master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

**Theatre.** A candidate should have had at least four semester courses in theatre, including work in aspects of theatre outside the area of specialization. The program for the Master's degree consists of eight semester courses, including the preparation of the thesis. The thesis may be based on research in one of the following fields: dramatic literature (with or without a directorial component), dramatic criticism, history of the theatre, or playwriting.

### **Master of Arts in Teaching**

The degree of Master of Arts in Teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including approximately six semester courses in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. A reading knowledge of at least one foreign language is required. Applicants are asked to submit scores for the Miller Analogies Test.

The departments of art, biological sciences, chemistry, classics, English, French, history, music, and physics actively cooperate with the department of education and child study in administering the M.A.T. program.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Normally candidates earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of eight semester courses. Inexperienced teachers take a total of 10 semester courses, including two in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. The student without teaching experience takes a minimum of four semester courses in the teaching field and three semester courses in education, and practice teaching. An experienced teacher takes a minimum of four semester courses in the teaching field and two semester courses in education. Of the eight courses in the regular academic year, three should be at the graduate level and no more than two at the intermediate level. To qualify for a degree the candidate must obtain a grade of B – or better in all courses or seminars, although a grade of C in one semester course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a Pass/Fail basis.

### **Master of Education**

The program leading to the degree of Master of Education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the College. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the Master of Education program will ordinarily complete the requirements for certification in the various states, including the fifth year required for some states.

Candidates for the degree of Master of Education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the GRE or the Miller Analogies Test. Applicants without teaching experience submit a long paper that is representative of their work. Applicants with teaching experience submit a recommendation concerning their teaching.

Eight semester courses are required for this degree, but no thesis is required. Candidates take practice teaching or equivalent course work according to their teaching experience. Three courses should be at the graduate level and no more than two at the intermediate level. To qualify for a degree the candidate must obtain a grade of B – or better in all courses or seminars, although a grade of C in one semester course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a Pass/Fail basis.



**Master of Education of the Deaf**

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of Master of Education of the Deaf. The Smith College Bulletin describing the program may be obtained from the Department of Education, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01063.

**Master of Fine Arts (Department of Dance)**

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate unusual interest and ability in dance. Performance, production, choreography, and history of dance are stressed. To count toward the degree, all work must receive a grade of at least B -, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a Pass/Fail basis.

Interested students may consult Susan Waltner, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

**Master of Science in Physical Education**

Men and women students who have a Bachelor's degree or its equivalent are eligible for programs of study leading to the Master of Science in Physical Education in 1) Coaching of Women's Sports, or 2) Scientific Bases of Human Performance. Students who do not have an undergraduate degree in physical education or appropriate science prerequisites should anticipate work beyond the normal eight courses required. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B -. Courses for graduate credit may not be taken on a Pass/Fail basis.

Students who intend to pursue the coaching sequence should have advanced skill and previous teaching and/or coaching experience, and are required to: 1) work with at least one intercollegiate team; and 2) take seven additional courses. A thesis, special project, or comprehensive exam is required. Students who pursue the Scientific Foundations sequence are required to: 1) take eight semester courses with emphasis in exercise physiology, motor control and learning, sport psychology or biomechanics; and 2) write a thesis. Students interested in teaching certification may receive such by taking appropriate courses in education along with the exercise and sport studies curriculum.

**Doctor of Philosophy**

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of Doctor of Philosophy. The degree requires a minimum of three years' study beyond the Bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable



caliber based upon original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a Guidance Committee composed of the thesis director and two other members of the faculty.

The degree of Doctor of Philosophy is occasionally granted in the Department of Biological Sciences; however, the department strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts. The Five College Ph.D. Program is under the jurisdiction of the Dean of the Graduate School, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

Applicants to either the Five College or the Smith College Ph.D. Program should hold a Master's degree or its equivalent. Highly qualified students with little or no previous graduate work in biological sciences may be accepted, but they must fulfill the course requirements for the Master's degree in addition to such other requirements as are set by the Guidance Committee. Admission to candidacy in this department is achieved after passing written and oral examinations which are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination.

## **Non-Degree Programs**

### **Certificate of Graduate Studies**

We award the Certificate of Graduate Studies to foreign students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the Committee on Graduate Study. This program must include at least seven semester courses completed with a grade of C or better. At least five of these courses should be above the intermediate level.

### **Diploma in American Studies**

This is a one-year program open only to foreign students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have had at least three years of university-level work, or the equivalent, in an approved foreign institution of

higher learning and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is February 1.

The program consists of a minimum of six semester courses: one in American history, American Studies 455b (special seminar for Diploma students only), four other courses in American studies or in one or more of the cooperating disciplines, and a long paper.

### **Special Students**

Well-qualified students who wish to take courses are required to file a Non-Degree Student Application along with an official undergraduate transcript showing the date and degree received. The permission of each course instructor is necessary. The application deadline is *August 1* for the fall semester and *December 1* for the spring semester. Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a non-degree student may count toward the degree with the approval of the department concerned. Non-degree students are not eligible for financial aid.

## **Housing and Personal Services**

### **Housing**

Two on-campus housing options may be available for women graduate students for the 1984-85 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Graduate Office. Please note that the College and all its dormitory facilities are closed during Thanksgiving vacation, winter recess, and spring recess.

**Room-Only Plan.** Cooperative graduate house with single and double bedrooms, large kitchen, no private bathrooms. The fee of \$1600 includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, and linens. Students provide their own board.

**Room and Board Plan.** Graduate floor of an undergraduate dormitory or off-campus residence owned and maintained by the College on Bedford Terrace. Single and double bedrooms, no private bathrooms. The fee of \$3570 includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, and linen, plus all meals, which must be taken in the college dormitory assigned to residents.

## Health Services

Students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blank forms, which will be sent for this purpose, must be returned by the student to Health Services. Transcripts of official college health service records are satisfactory.

Graduate students, both full-time and part-time, are eligible to use the Doctors' Office (Outpatient Department) and to participate in the Smith College Health Insurance program as follows:

I. Doctors' Office (Outpatient Department)—use requires health report as described in the first paragraph of this section.

### A. Full-time students

Graduate students taking three or more courses, graduate assistants, Clarke School Master's program students, and teaching fellows are considered to be full-time students eligible to use the Outpatient facilities.

### B. Part-time students

All other graduate students are considered to be part-time students and are not eligible for free use of the Outpatient facilities. If these students desire to use the facilities, however, they may become eligible by meeting the following requirements:

1. Paying a \$50 health fee.
2. Submitting to the Health Services at the beginning of the academic year the usual health information required of all undergraduate students. Health blanks for recording this information, which includes a physical examination done by a private physician within six months of registration, may be obtained from the Office of Graduate Study.
3. Subscribing to one of the insurance plans outlined under Section II below.

II. Health Insurance—the College has its own insurance plan, underwritten by Blue Cross-Blue Shield, which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting the student over a 12-month period whether in residence at college or not.

All full-time students (three or more courses) are required to carry either a) the Smith College health insurance plan (single students), or b) a plan for married students available through the School for Social Work, unless they show that they have comparable coverage under a private plan.



## Finances

### Tuition and Other Fees\*

Application fee .....	\$ 30.00
Tuition for full-time work, for the year** .....	9,170.00
Room and board for the academic year† .....	3,570.00
Tuition for part-time work, per semester course .....	1,150.00
Health insurance (optional if alternate coverage can be demonstrated) .....	290.00
Continuation fee, per semester .....	50.00
Graduation fee .....	25.00
Fees for Non-degree Students (Special Students)	
Application fee .....	30.00
Fee per course .....	1,150.00

For additional information concerning fees for practical music and studio art see pages 65, 66.

Statements for semester fees are mailed on or about July 20 and December 7. Payment of charges for the first semester is due by August 15; for the second semester by January 7. Balances unpaid at this time are subject to a late payment charge equivalent to an annual percentage rate of 18%. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

### Deposit

A General Deposit in the amount of \$100 payable upon acceptance is required from each student. (This is a one-time deposit which will be refunded following graduation or for continuing students upon withdrawal, provided that the Graduate Office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the College for college work or conduct deemed unsatisfactory. It is not refunded for new students in case of withdrawal before entrance.)

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\* Subject to change.

\*\* This entitles students taking three courses or more to use outpatient services that include examination and treatment by the college physicians, most laboratory examinations, and other services.

† This does not include Christmas and spring recesses. All houses are closed during Christmas vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.



## Withdrawal Refunds

Commitments to faculty and staff are made by the College in advance of the school year. They are based on anticipated student enrollment and are not subject to change. Students who withdraw prior to the first day of classes will receive a full refund. Students who withdraw on or after the first day of classes will be entitled to a tuition refund as follows:

Prior to the second week of classes	75%
Prior to the third week of classes	50%
Prior to the fourth week of classes	25%
Prior to the fifth week of classes	10%
Thereafter	0

## Financial Aid

The College offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the Director of Graduate Study. Application forms for scholarships may be obtained from the Director of Graduate Study; completed applications and all supporting material are due March 1: the Financial Aid Form (FAF); copy of parent's IRS Form 1040, upon request; copy of student's IRS Form 1040 or 1040A.

Several scholarships are available for foreign students. Candidates should write as early as November, if possible, to the Director of Graduate Study for application forms and details about required credentials; completed applications should be received by February 1.

Teaching fellowships and graduate assistantships are available in the science departments and also in the departments of education and child study, exercise and sport studies, dance, and music. The stipend at present is \$3,700 for the first year and \$4,000 for the second year, with tuition fees waived. Applicants should obtain forms from, and submit completed applications to, the Director of Graduate Study. Appointments are usually made early in April; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment. During the academic year the research fellow usually carries a half-time graduate program. These teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they

combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid in College Hall. A National Direct Student Loan or a Guaranteed Student Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College. Requests for information should be addressed to Karen Tatro, Assistant Director for Student Loans, Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

The Office of Financial Aid also has information about limited campus employment opportunities for graduate students.

## Changes in Course Registration

*During the first 10 class days* (up to Friday, September 21, in the first semester, and Friday, February 8, in the second semester) a student may *drop or enter* a course with the approval of the adviser.

*After the first 10 class days:*

A. A student may *enter* a course no later than September 30, in the first semester, and February 15, in the second semester, with the permission of the instructor, the adviser, and the Director of Graduate Study.

B. A student may *drop* a course up to 20 days before the last day of classes (Tuesday, November 13, in the first semester, and Friday, April 5, in the second semester):

- (1) after consultation with the instructor; and
- (2) with the approval of the adviser and the Director of Graduate Study.

A course dropped prior to the last 20 class days will not appear on the student's permanent record.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges'

regulations are posted on the official bulletin board at the beginning of each semester.

### **Policy Regarding Completion of Required Course Work**

A graduate student who is unable to complete required course work on time must submit to the Director of Graduate Study a request for an extension to reach the Graduate Office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the time of initial enrollment in that course. If no grade is on file in the Graduate Office by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.







# The Campus and Campus Life

## Facilities

The strength of the liberal arts program at Smith is mirrored by the facilities that support it. We continually improve our library and museum holdings, which already are among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Much of the daily campus activity at Smith occurs in the following centers.

### William Allan Neilson Library

With a collection of books, periodicals, newspapers, microforms, phonodiscs, photographs, facsimiles, and slides well in excess of one million items, the Smith College Library rivals the holdings of many universities. We are committed to providing undergraduates with first-hand research opportunities and therefore maintain an open-stack policy. We offer many support services to our users, which are described in various brochures available near the Reference Desk in Neilson Library. Chief among them are individualized bibliographic assistance, on-line database searches, and access to other library collections through interlibrary loan. During the 1984-85 academic year, terminals in each of the libraries will provide students with access to the on-line union catalog of the libraries of Amherst, Hampshire, and Mount Holyoke Colleges and the University of Massachusetts at Amherst as well as Smith.

For greater convenience to Smith students, we operate specialized branch libraries in the Clark Science Center (Science Library), the Fine Arts Center (Hillyer Art Library), and the Mendenhall Center for the Performing Arts (Werner Josten Library).

The William Allan Neilson Library houses the bulk of the collection, over 700,000 volumes, and is the home of the Rare Book Room with its collection of over 10,000 books, manuscripts and ephemera. The Rare Book Room is available to undergraduates who want to examine rare materials in detail.

The Sophia Smith Collection, a women's history archive, and the College Archives, which preserves the College's history, are located in Alumnae Gymnasium which is connected to the Neilson Library.

Library Hours:	Monday-Friday	7:45 a.m.-Midnight
	Saturday	9:00 a.m.-Midnight
	Sunday	10:00 a.m.-Midnight

(During the pre-exam study periods, midyear and final examination periods, Neilson is open until 2:00 a.m.)

Library summer hours:	Monday–Thursday	8:00 a.m.–9:00 p.m.
	Friday	8:00 a.m.–5:00 p.m.
	Saturday	Noon–5:00 p.m.
	Sunday	Closed

### **Clark Science Center**

The Clark Science Center meets the most exacting specifications for modern scientific experimentation and equipment. It comprises Burton Hall, where the Center's administrative office can be found as well as classrooms, laboratories, and faculty offices; McConnell Hall, with a large lecture hall holding 200, classrooms and laboratories, a computer terminal room and computer resource center, and faculty offices; and Sabin-Reed Hall, with its classrooms, laboratories, faculty offices, and the Science Library, where more than 98,000 volumes and an extensive periodicals collection are available. The classrooms and laboratories customarily hold between 12 and 20 students, and each faculty member has a private office and research space. Student research space is also available.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a horticultural laboratory reserved for students to use. The campus grounds are an arboretum, with plants and trees labelled for easy identification.

In addition to the on-campus facilities, we also have an observatory, located in West Whately, that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Science Library Hours:	Monday–Thursday	8:00 a.m.–11:00 p.m.
	Friday	8:00 a.m.–10:00 p.m.
	Saturday	9:00 a.m.–10:00 p.m.
	Sunday	Noon–10:00 p.m.

### **Fine Arts Center**

The three portions of the Fine Arts Center serve different functions. Graham Hall is a large auditorium that is used as needed for exhibition space, large lectures, and special media presentations. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection represents works dating from the twelfth century B.C. to the present. Museum catalogues and other publications are available at the Museum. Hillyer Hall is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking and photography are supplemented by darkroom facilities, faculty offices, classrooms and the Hillyer Art Library with more than 42,000 volumes and 67,000 photographs. These three buildings open onto a shared sculpture courtyard.

Art Library Hours:	Monday–Thursday	7:45 a.m.–11:00 p.m.
	Friday	7:45 a.m.–10:00 p.m.
	Saturday	10:00 a.m.–10:00 p.m.
	Sunday	Noon–10:00 p.m.

Museum Hours:	Tuesday–Saturday	Noon–5:00 p.m.
	Sunday	2:00–5:00 p.m.
	Mondays and academic holidays	Closed

June:	Tuesday–Friday	by appointment
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July–August:	Tuesday–Saturday	1:00–4:00 p.m.
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### **Mendenhall Center for the Performing Arts**

Named for Thomas Mendenhall, President of the College from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre, and dance. Three sides of the quadrangle were completed in 1968, joining stately Sage Hall to complete the College's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers and their audiences accommodates both individual and class instruction in two mirrored studios. The Theatre Building has extensive studios, shops and lounges that support production in Theatre 14, which holds an audience of 460, the versatile Hallie Flanagan Studio, with its movable seats for 200, and the T.V. Studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available 22,500 books, 32,500 scores, more than 40,000 records, 400 periodicals, and numerous slides to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Sage Hall allows students to practice their music at one end and perform it in a gracious auditorium seating 750 at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned with a tower with a peal of eight bells hung for change ringing.

#### **Werner Josten**

Library Hours:	Monday–Thursday	8:00 a.m.–10:45 p.m.
	Friday	8:00 a.m.–9:00 p.m.
	Saturday	10:00 a.m.–9:00 p.m.
	Sunday	Noon–10:45 p.m.

### **Wright Hall**

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the 44-booth language laboratory, the Jahnige Social Science Research Center with 16 computer terminals and more than 500 data sets, the conference lounge and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research.



Language Lab Hours:	Monday–Thursday	8:30 a.m.–10:00 p.m.
	Friday	8:30 a.m.–5:00 p.m.
	Saturday	Closed
	Sunday	1:15–10:00 p.m.

### **Center for Academic Computing**

While the Center for Academic Computing Offices are located in Seelye Hall 30, academic computing spans the campus, with an ever-growing number of terminals and microcomputers in smaller computing resource centers around the campus. We continually upgrade and expand our system. Currently we are working to put access to computers in most buildings on campus, including residential houses, through a campus-wide Local Area Network. Students can access the Digital VAX 11/780 virtually 24 hours a day for completing specific course assignments, for bibliographic searches, for concordance work, and for many more creative purposes. A VAX 11/750 is used by students in the Introduction to Computer Science course. More than two dozen IBM Personal Computers are available to students and faculty for text processing, financial analysis and other general purpose computing uses. Staffed by four professionals and more than 50 student assistants, the Center for Academic Computing is an active and accessible center for all students.

### **Ainsworth/Scott Gymnasium**

As Sophia Smith's will required, physical activity continues to hold an important place at Smith. The Ainsworth/Scott Gymnasium is a testament to the importance of exercise and sport at Smith. In addition to two gymnasiums and a swimming pool with one- and three-meter diving boards and an underwater observation station, the complex offers two weight training rooms, dance studio, athletic training room, and human performance laboratory. Squash players enjoy the six squash courts, including the two exhibition courts with galleries seating 125 spectators. There is a locker/shower room for men and women in each facility as well as one for visiting teams.

The facilities of the Ainsworth/Scott Gymnasium are expanded by the 30 acres of athletic fields, including a lighted field for evening games, a rigorous 5,000-meter cross country course, a three-quarter-mile cinder running track and 16 outdoor composition tennis courts. Our shells are housed in the boat house on the Connecticut River. We have five "eights" and one "four," and the boat house on Paradise Pond houses eight barges, one double, four singles and 12 canoes.

Ainsworth/Scott Gymnasium Hours:	Monday–Friday	7:00 a.m.–10:30 p.m.
	Saturday–Sunday	9:00 a.m.–10:00 p.m.

### **Student Residence Houses**

Smith is a residential college, and students live in 34 houses with capacities of between 16 and 86 students. Each house gives students who live there a



comfortable living room, a study or library, a dining room where they eat meals prepared by the house kitchen staff, and laundry facilities. Houses encircle the campus, with a large and small quad, housing one-third of our students, at the northwestern end of the campus.

## **Athletics and Exercise**

Students' physical well-being is of prime importance, both for their success at Smith and afterwards as a lifetime pattern. We encourage exercise and sport through several levels of instruction in a broad range of activities through the Exercise and Sport Studies Department, pp. 167–72, with both credit and non-credit courses. Our Athletic Program, pp. 299–300, invites students to join team sports through the competitive intercollegiate teams and the spirited intramural competitions. Through the variety of options we offer, every student can find a satisfying balance between her intellectual and physical activities.

## **Career Development**

Since rapid change is one certainty in the future, the Career Development Office provides advisers and counselors to help students and alumnae prepare for changing career environments and climates. We work with students to help them develop global and personal foresight so they can direct the change in their lives.

In many respects, the Career Development Office at Smith operates like an academic department. We have introductory programs for students and alumnae who are beginning to think about careers. We also hold seminars, workshops and panel discussions that cover career choice and decision making; résumé writing; interviewing and job search techniques; alumnae networking; career presentations; designing an internship; and assistance with summer employment. We teach students how to assess their individual interests, strengths, and weaknesses; how to establish priorities and make decisions; how to present themselves effectively; and how to do all of this successfully at different stages of their lives. Our extensive Career Resource Library supports students in their research. They practice interviewing on videotape and can create or update résumés and cover letters themselves on our word-processing equipment. Our professional staff counsel students both privately and in groups, and our services are available 52 weeks a year.

In addition to programs open to all, we provide special programs with enrollment restrictions. In one such program, seniors can participate in on-campus interviews with corporations, non-profit organizations, and graduate schools. We also sponsor intensive start-up programs in which students first

work through a self-evaluation exercise individually and then focus on interests and concerns they typically share with their classmates. We encourage all students to participate, believing that they should major in their own career development as well as in an academic discipline. In the career development area, it's never too soon or too late to begin.

We are a network that allows students to translate their academic and extracurricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come.

## Health Services

The Smith College Health Services cares for the community as a whole and for its individual members. Working under the direction of the College Physician, the staff includes four physicians, a part-time psychiatrist, a health educator, full- and part-time professional counselors, laboratory and X-ray technicians, and a 24-hour nursing staff.

Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians for medical problems and questions, just as they would see their own doctors at home. There is no charge for an outpatient visit. The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other doctors. In our own facilities we can provide some medicines, heat treatment such as hydrocollator and whirlpool baths, injections for desensitization as requested by a student's own physician, and most immunizations for travel. We also have some orthopedic appliances for loan and rent.

We offer a number of other services to our patient population as well. Students who are ill and need some medical supervision but do not require acute care may be admitted to our Intermediate Health Care Facility by one of the college physicians. There is a charge for this care. In cases of unusual or serious illness, specialists in the Northampton and Springfield areas are readily available for consultations. The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to prevent illness and injury. Any student may come for confidential personal counseling to the Student Counseling Service, at no cost.

The College offers its own insurance policy, underwritten by Blue Cross-Blue Shield, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans, protecting our students over a 12-month period whether or not they are in residence at the College. Before registration, every student

must be protected under some plan and must give her membership number and the name and address of the insurance carrier to the Treasurer's Office.

We maintain certain health regulations in the interest of community health as outlined in the College Handbook and expect all students to comply. For incoming students, this includes submitting all parts of a completed health report to the Smith College Health Services before enrollment. Students accepted for a Junior Year Abroad program or planning to participate in intercollegiate sports or certain exercise and sport programs are required to have a physical exam by a college physician first.

## Religious Expression

We are a religiously diverse community, which gives our students the opportunity to learn from one another about varying religious beliefs and forms of worship. We encourage all members of the Smith community to use the Helen Hills Chapel as a place to express their religious and social concerns and to celebrate their faiths. The chaplains, who are dedicated to a spirit of mutual respect, represent the Protestant, Catholic, and Jewish faiths and organize weekly services of worship at the Chapel for each. The Ecumenical Christian Church, Newman Association, and B'nai B'rith Hillel Foundation are active religious groups on campus that present additional programs of religious, ethical, and cultural interest when the College is in session. Other student religious groups, including the Evangelical Fellowship and Black Gospel Jubilation, use the Chapel's facilities, which include a lounge and library as well as the sanctuary, for their programs and services. Additionally the chaplains welcome students to their offices downstairs in the Chapel to talk about religious or personal matters.

The Helen Hills Chapel serves many functions for a wide variety of groups and individuals at Smith. Visitors may hear any of a number of choirs rehearsing in the balcony upstairs, see exhibits of religious art in the corridor downstairs, or smell a meal cooking for a gathering later in the day.

Area churches, synagogues, and other religious communities representing most denominations enjoy having students join their services and programs as well.

## The Campus Pace

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic, and



socio-economic backgrounds. We generate many groups, activities, and events that cover a broad range of interests. We welcome members of the Five College consortium into classes and at most campus events. Their participation expands even further the perspectives and experiences that we represent.

All students at Smith are part of the Student Government Association. The SGA allocates a budget in excess of \$235,000 to more than 50 student organizations to support their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits, and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members, and alumnae also contribute to the already full schedule.

The daily campus patterns include periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching, and also for friends, fun, and relaxation. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.







## The Student Body

### Summary of Enrollment, 1983-84

#### Undergraduate Students

	Class of 1984	Class of 1985	Class of 1986	Class of 1987	Ada Comstock Scholars	Totals
Northampton area <sup>1</sup>	716	406	654	610	100	2,486
Not in residence <sup>2</sup>	32	258	37	1	7	335
Five College course enrollments at Smith:						
				First semester		294
				Second semester		381

#### Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	47	20	28

1. Guest students are included in the counts of students in the Northampton area.

2. Smith students studying in the Junior Year Abroad and Affiliated Study Abroad Programs and off-campus study programs, and students on leave from the College, are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 33 Smith students and 6 guest students in Paris; 10 Smith students and 3 guest students in Hamburg; 17 Smith students and 9 guest students in Geneva; and 8 Smith students and 6 guest students in Florence.

## Geographical Distribution of Students, 1983-84

United States					Ada	
	Class of 1984	Class of 1985	Class of 1986	Class of 1987	Comstock Scholars	Graduate Students
Alabama	2	2	—	2	—	—
Alaska	1	2	—	—	—	—
Arizona	3	—	8	4	—	—
Arkansas	—	1	1	—	—	—
California	38	25	52	44	2	3
Colorado	9	3	3	4	—	—
Connecticut	56	56	44	48	4	4
Delaware	4	3	4	2	—	—
District of Columbia	9	6	2	2	—	—
Florida	5	11	12	9	—	1
Georgia	2	8	4	4	—	—
Hawaii	2	3	3	2	—	—
Idaho	2	—	—	—	—	—
Illinois	13	17	23	13	—	—
Indiana	6	5	8	4	—	—
Iowa	5	6	3	—	—	—
Kansas	3	3	3	3	—	—
Kentucky	4	4	1	4	—	—
Louisiana	1	1	2	1	—	—
Maine	10	11	11	5	1	2
Maryland	16	11	16	11	—	—
Massachusetts	180	121	131	101	94	75
Michigan	10	7	8	8	—	—
Minnesota	7	6	7	9	—	—
Mississippi	—	—	1	1	—	—
Missouri	6	2	4	2	—	—
Montana	—	1	—	—	—	—
Nebraska	3	—	—	1	—	—
Nevada	—	2	—	—	—	—
New Hampshire	15	15	17	17	—	2
New Jersey	51	49	56	39	—	2
New Mexico	3	1	—	—	—	—
New York	124	119	111	97	1	14
North Carolina	4	1	1	2	—	—
North Dakota	1	—	—	—	—	—



	Class of 1984	Class of 1985	Class of 1986	Class of 1987	Ada Comstock Scholars	Graduate Students
Ohio	14	18	12	17	—	1
Oklahoma	1	—	—	2	—	—
Oregon	4	2	—	5	—	—
Pennsylvania	28	28	22	22	—	1
Puerto Rico	1	5	5	4	—	—
Rhode Island	7	9	7	5	—	—
South Carolina	2	2	1	1	—	—
South Dakota	—	—	1	—	—	—
Tennessee	3	2	3	8	—	—
Texas	9	13	14	16	—	1
Utah	1	—	2	3	—	—
Vermont	10	8	6	6	3	2
Virginia	18	8	11	14	—	2
Washington	9	5	6	7	1	—
West Virginia	1	2	—	4	—	—
Wisconsin	4	7	5	1	—	2
Wyoming	1	—	1	1	—	—

Foreign Countries	Class of 1984	Class of 1985	Class of 1986	Class of 1987	Ada Comstock Scholars	Graduate Students	Total from Country
Argentina	—	1	1	—	—	—	2
Australia	1	—	—	1	—	—	2
Austria	—	1	—	—	—	1	2
Bangladesh	1	—	—	—	—	—	1
Bermuda	—	—	1	—	—	—	1
Burma	1	—	—	—	—	—	1
Canada	7	4	7	2	1	—	21
Central Africa	—	—	—	—	—	1	1
Chile	—	—	1	—	—	—	1
Colombia	1	—	1	—	—	—	2
Denmark	—	1	1	—	—	—	2
Ecuador	—	—	—	2	—	—	2
Federal Republic of Germany	—	5	4	1	1	4	15
France	3	1	1	1	—	1	7
Ghana	—	1	1	1	—	—	3

	Class of 1984	Class of 1985	Class of 1986	Class of 1987	Ada Comstock Scholars	Graduate Students	Total from Country
Greece	—	—	1	3	—	—	4
Guatemala	—	—	—	1	—	—	1
Hong Kong	—	1	2	5	—	—	8
India	2	2	1	—	—	3	8
Iran	—	—	—	2	—	—	2
Ireland	—	—	1	—	—	—	1
Israel	—	—	—	—	—	1	1
Italy	—	1	—	1	—	1	3
Jamaica	1	1	—	—	—	—	2
Japan	—	4	2	2	—	—	8
Kenya	—	—	1	—	—	—	1
Korea	6	10	5	5	—	—	26
Lebanon	—	—	—	1	—	—	1
Malaysia	—	—	2	—	—	—	2
Netherlands	—	—	1	—	—	—	1
Norway	—	—	—	1	—	—	1
Pakistan	1	1	—	3	—	—	5
People's Republic of China	—	2	—	—	—	2	4
Philippines	4	—	4	3	—	—	11
Republic of Panama	—	1	—	1	—	—	2
Saudi Arabia	—	—	1	—	—	—	1
Spain	—	—	1	—	—	—	1
Sri Lanka	2	—	—	—	—	1	3
Sweden	1	—	1	—	—	—	2
Switzerland	—	2	1	—	—	1	4
Taiwan	—	2	3	—	—	1	6
Trinidad	1	—	1	2	—	—	4
Tunisia	—	—	1	—	—	—	1
Turkey	—	—	1	—	—	—	1
United Kingdom	1	3	4	4	—	3	15
Venezuela	1	—	—	—	—	—	1
Vietnam	—	1	—	—	—	—	1
West Indies	—	3	—	1	—	—	4

## Majors by Department, 1983-84

	Class of 1984 (Srs.)(Hon.)		Ada Comstock Scholars	Class of 1985	Totals
Economics	119	7	3	85	214
Government	91	7	2	91	191
English	81	9	8	59	157
Art	86	1	8	52	147
Psychology	64	2	5	52	123
Biological Sciences	38	2	3	48	91
History	41	3	5	26	75
Mathematics	40	3		24	67
French	39	3	1	32	65
Biochemistry	26	2		21	49
Theatre	22		2	20	44
American Studies	18	3	5	17	43
Spanish and Portuguese	10		2	7	21
Sociology	16		5	9	30
Computer Science	13		1	15	29
Education and Child Study	8		7	11	26
Chemistry	8	1		13	22
Geology	18	2		9	21
Religion	8	1	2	9	20
Anthropology	8		1	4	16
German	9			7	16
Music	8		1	7	16
Philosophy	8		1	6	15
Comparative Literature	9			5	14
Classics	6			6	12
Russian	7			3	10
Physics	4			4	8
Astronomy	3			3	6
Medieval Studies	4	1		1	6
Afro-American Studies	2	1		2	5
Engineering	5				5
Italian	5				5
American Diplomatic Hst.	1				1
Linguistics	1				1

## Independently Designed Majors

American Studies	Cognitive Science
Biopsychology (Developmental)	East Asian Studies
Chemical Engineering	Neuroscience
Children & Public Policy	Psychobiology (Developmental)
	Smith Scholars 2

## Prizes

The **Academy of American Poets Poetry Prize**, to be awarded annually by the Academy of American Poets through the prize committee of the Department of English Language and Literature for the best poem or group of poems submitted by an undergraduate: **Alyssa Marla Weiner '85**.

The Connecticut Valley Section of the **American Chemical Society** award to a student who has done outstanding work in chemistry: **Sharon Marie Hepler '84**.

The New England Chapter of the **American Institute of Chemists** award to a senior who displays outstanding promise for advancing the professional aspects of the scientific community: **Janet Sherwood Loynes '84**.

The **Anita Luria Ascher Memorial Prize**, given in her memory by Dr. Liebe D. Sokol 1951 and her parents, to be awarded annually to the student who has shown most progress in German during the year.

The **Elizabeth Babcock Poetry Prize** fund, established by Miss Edith L. Jarvis 1909 in memory of Elizabeth Babcock ex-1911. The income is to be awarded annually for the poem adjudged best by a committee appointed by the Department of English Language and Literature. The competition is open to all undergraduates who have not already won the prize; the poem submitted may not have been printed previously: **Alyssa Marla Weiner '85**.

The **Harriet Dey Barnum Memorial Prize** fund, founded by the Class of 1916, the income to be used for outstanding work in music: **Marika Anne Fischer '84; Maria Pia Viapiano '84**.

The **Suzan Rose Benedict Prize** fund, the income to be awarded at the discretion of the Department of Mathematics to a sophomore for excellence in mathematics, the decision being made by the department: **Linda Marie Bober '86; Victoria Booth '86; Priscilla Jennings Slanetz '86; Linda Ann Walker ACS**.

The **Samuel Bowles Prize** fund, the income to be awarded to a senior for the best thesis on a sociological or economic subject: **Katherine Teesdale Baker-Carr '84; Cynthia Lynn Kruhm '84; Allegra Elizabeth Biery '84**.

The **John Everett Brady Prize** fund, the income to be awarded for excellence in Latin. One or more prizes are given on the basis of an examination in the translation of Latin at sight, and a further prize is awarded to the student with the best record in the beginning course: **Patricia Louise Foley '84; Martha Shields Gallagher '84; Mary Lisa Smyth '84; Catherine Ann Baird '84**.

The **Margaret Wemple Brigham Prize** fund, established in her memory by friends and associates of the Division of Laboratories and Research of the New York State Department of Health, the income to be awarded to a senior for excellence in bacteriology.

The **Amey Randall Brown Prize** fund, given by Miss Mabel Brown 1887 in memory of her mother. The income is to be used as a prize for the best essay on a botanical subject: **Marilyn Margaret Bekech ACS; Ann Evans Burke '84; Roberta Elizabeth Leete '84; Valerie Ann Johnson ACS**.

The **Vera Lee Brown Prize** fund, the income to be awarded on recommendation of the Department of History for excellence in that subject to a senior majoring in history in the regular course: **Madeline Marie Siefka '84**.

The **Yvonne Sarah Bernhardt Buerger Prize** fund, the income to be awarded to those undergraduates who have contributed most vitally to the dramatic activities of the College: **Anne Marie Bolognese '84; Holly Margaret Detels '84; Susan A. E. Medlicott ACS; Louisa Hooper Watkins Young '84**.

The **C. Pauline Burt Prize** fund, given by Miss Alice Butterfield, the income to be awarded to a senior majoring in chemistry or biochemistry who has made an excellent record and shown a high potential for further



study in science: **Bonnie Lynne Bacon '84;**  
**Annet L. Smith '84.**

The **James Gardner Buttrick** fund, given by Mrs. Buttrick in fulfillment of her husband's wish, the income to be used for a prize for the best essay on a subject in the field of religion and Biblical literature suggested by a course in that department and approved by the instructor: **Marjorie Eleanor Magnon ACS; W. Elizabeth Jones '85.**

The **Carlile Prizes**, given by the Very Reverend and Mrs. Charles U. Harris in memory of Dorothea Carlile 1922, for the best original composition for carillon and for the best transcription for carillon.

The **Julia Harwood Caverno** Prize fund, the income of which is given in the first instance to a member of the junior or senior class for excellence in Greek. A further prize is awarded to the student with the best record in the beginning course: **Nancy Anne Evans '85; Karen Elizabeth Ruthman '86; Matthew Winer, University of Massachusetts.**

The **Sidney S. Cohen** Prize fund, the income to be awarded at the discretion of the Department of Economics: **Michelle Danmzallag '84; Eileen Carroll Anderson '84; Catherine Teesdale Baker-Carr '84; Catherine Anne Hay '84; Cynthia Lynn Bruhm '84; Sally Ann McDonnell '84; Eileen Jo Thompson '84.**

The **Ethel Olin Corbin** Prize fund, the income to be awarded to an undergraduate for the best original poem—preferably blank verse, sonnet, or ballad—or informal essay in English: **Deborah Hilary Sussman '84.**

The **Merle Curti** Prize, to be awarded annually to that student who submits the best piece of writing on any aspect of American civilization.

The **Dawes** Prize fund, the income to be awarded for the best undergraduate work in political science: **Jacqueline A. Stevens '84.**

The **Alice Hubbard Derby** Prize fund, the bequest of Mr. Henry R. Lang in memory of his wife, a member of the class of 1885. The income is to be used for prizes awarded by the Department of Classical Languages and Literatures to students of the junior and senior classes for excellence in the study of Greek literature in the original in the year in which the award is made: **Sharilyn Rise Nakata '85.**

The **Elizabeth Drew** Prize fund, the income to be awarded to an undergraduate for work in English: **Mary R. Duffy ACS; Ann Alpers '84; Ann Cecilia Ruhr '87; Deborah Hilary Sussman '84.**

The **Hazel L. Edgerly** Prize fund, founded in memory of Hazel Louise Edgerly 1917, the income to be awarded on the recommendation of the department to a senior in honors in History for distinguished work in that subject: **Catherine Ann Baird '84.**

The **Constance Kambour Edwards** Prize fund, established by her parents, Ada and George Kambour, the income to be given to the student who has shown the most progress during the year in organ: **Ellen Patricia Baker '84.**

The **Ruth Forbes Eliot Poetry** Prize, for the best poem submitted by a member of the freshman or sophomore class: **Eun Young Choi '87.**

The **Samuel A. Eliot, Jr., Directing** Prize, established by Julia Heflin 1932, for distinguished achievement by a Smith College undergraduate in the directing of a production or workshop: **Patricia Elaine Bainer '85.**

The **Settie Lehman Fatman** Prize fund, the income to be awarded in two prizes for the best musical composition, preferably in sonata form, and for the best composition in a small form by members of the senior class or graduate students taking Music 342 or Special Studies in Composition or by a student in Music 233: **John Schaeffer GS; Laura E. Beer '84; Carolyn Sheila Macartney '84.**

The **Heidi Fiore Prize**, founded by Emary C. Aronson '82, in memory of Heidi Fiore '80, for a senior music student: **Deborah Anne White '84**.

The **Harriet R. Foote Prize** fund, the income of which is to be awarded to the outstanding student in botany, based on an examination record.

The **Henry Lewis Foote Memorial Prize** fund, given by his wife, Harriet Risley Foote 1886, the income to be awarded for excellence in class work in Biblical courses: **Siobhan Marie Galvin '84; Amelia Dee Maloney '84; Nancy Claire Scerbo '84**.

The **Clara French Prize** fund, founded by Mrs. Mary E. W. French, the income to be given to that senior who has advanced farthest in the study of English language and literature: **Mary Jean Corbett '84**.

The **Helen Kate Furness Prize** fund, founded by Horace Howard Furness, the income of which is given for the best essay on a Shakespearean theme. There is no restriction on the length of the essays, but in general they are not to be shorter than 4,000 words or longer than 10,000 words. The competition is open to all essays on a Shakespearean theme (except honors theses) prepared in courses and recommended by the instructors of those courses: **Mary Jean Corbett '84**.

The **Sarah H. Hamilton Memorial Prize** fund, given by her sister Julia H. Gleason, the income to be awarded for an essay on music: **Maria Pia Viapiano '84**.

The **Arthur Ellis Hamm Scholarship Prize** fund, founded by Elizabeth Creevey Hamm 1905 in memory of her husband, Captain Arthur Ellis Hamm, the income to be awarded to a freshman on the basis of the year's record: **Lucy Williams Chambers '86; Priscilla Jennings Slanetz '86; Georgianne Marie Valli '86**.

The **James T. and Ellen M. Hatfield Memorial Award** fund, the income to be presented

annually to a member of the graduating class who has shown unusual talent and ability in her literary work in the Department of English. Memorial given by Virginia Thorpe Hatfield 1922 in honor of her parents: **Jennifer Ann Heath '84**.

The **Hause-Scheffer Memorial Prize** fund, founded in memory of Frances A. Hause 1922, the income to be awarded to the senior who has majored in Chemistry and has made the best record in that subject: **Sharon Marie Hepler '84; Lucinda Ann Joyce '84**.

The **Denis Johnston Playwriting Award** fund for the best play or musical written by an undergraduate. The author must be a student at Amherst College, Hampshire College, Mount Holyoke College, Smith College, or the University of Massachusetts: **Rita McDonald Bleiman ACS; Geoffrey Paul Cantor, Amherst College; Howard Michael Gould, Amherst College; Margo Isidora Katz, Hampshire College; Lisa Beth Kovetz '86; Kevin Adam Kreiger, Amherst College; Yannick Daniele Murphy, Hampshire College; Alexander Neil Stevens, Hampshire College; Erin Crisseyde Wilson '86; Max A. Yoffe, University of Massachusetts**.

The **Mary Augusta Jordan Prize**, given by the Alumnae Association to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course at Smith College: **Amy Marie Murphy '84**.

The **Florence Corliss Lamont Prize**, a medal to be awarded for work in philosophy: **Rebecca Bower '84**.

The **Phyllis Williams Lehmann Travel Award**, established in 1979 by friends and former students, the income to be awarded to a senior majoring in the history of art, with preference given to students interested in pursuing the study of classical art at the graduate level: **Adrienne Marshall Baxter '84**.

The **Ruth Alpern Leipziger French Fellowship Prize** fund, established by family and

friends, the income to be awarded by the French Department to an outstanding major participating in the Junior Year Abroad Program in Paris: **Suzanne Marie Geoffroy '85.**

The **Emogene Mahony Memorial** fund for the furtherance of English literature and dramatic art, from which an award is made for the best essay on a literary subject written by a freshman, and for the best honors thesis submitted to the Department of English Language and Literature: **Althea Ruth Tyburski ACS; Yvonne Parrish ACS.**

The **Emogene Mahony Memorial Prize** fund, founded by Miss Ethel Haskell Bradley 1901, the income to be given for proficiency in organ: **Cynthia Ann Lerner '85.**

The **Jeanne McFarland Prize**, established by Margaret A. Mull, to an undergraduate who has done the best work in Women's Studies: **Adrienne Marshall Baxter '84; Catherine Rosanna Peyroux '84.**

The **John S. Mekeel Memorial Prize** fund, given in his memory by his wife, the income of which is to be awarded annually to a member of the senior class, selected by the Department of Philosophy, for outstanding work in philosophy: **Lisa Ann James '84.**

The **Thomas Corwin Mendenhall Prize**, given by the Alumnae Association, to be awarded on Rally Day at the discretion of the History Department for an essay of approximately 2,000 words on a theme evolving from any 100-level history course taken in the freshman year. Entries submitted by students to be received no later than November 1 of the sophomore year.

The **Samuel Michelman Memorial Prize** fund, given in his memory by his wife, the income to be awarded to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the College.

The **Mrs. Montagu Prize** fund, founded by Abba Louisa Gould Woolson in honor of Elizabeth Montagu, the income to be awarded

for the best essay on a literary subject concerning women: **Mary Jean Corbett '84.**

The **Victoria Louise Schragger Prize** fund, given in her memory by her family and Miss Marjorie Hope Nicholson, the income to be awarded annually to a senior who has maintained a distinguished academic record and has also taken an important part in student activities: **Lisa Ann Sankowski '84.**

The **Donald H. Sheehan Memorial Prize**, to a member of the senior class for outstanding work in American Studies: **Holly McNulty '84; Margaret Helen Hanna '84.**

The **Andrew C. Slater Prize** fund, the income to be awarded for excellence in debate: **Martha Clara Vail '86; Eve Meredith Milrod '84; Elise Ann Yablonski '87.**

The **William Sentman Taylor Award** for significant work in human values, a quest for truth, beauty, and goodness in the arts or sciences: **Virginia Jordan Sink '84.**

The **Rosemary Thomas Poetry Prize** fund, the income to be awarded by a committee of members of the Smith College Department of English Language and Literature to the undergraduate student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life: **Abigail Margaret Dolinger ACS.**

The **Ernst Wallfisch Prize** in music performance (vocal or instrumental) to be awarded to a graduating senior who has demonstrated outstanding talent, commitment, and diligence.

The **Frank A. Waterman Prize** fund, the income to be awarded to a senior who has done excellent work in physics.

The **Maya Yates Prize** for the best piece of writing other than literary analysis.

## Academic Degrees

The degree of Bachelor of Arts is awarded on completion of an undergraduate pro-



gram to the satisfaction of the Faculty. The degree may be awarded Cum laude, Magna cum laude, or Summa cum laude on the basis of a high level of general achievement during the sophomore, junior, and senior years. A candidate who has elected to pursue a Departmental Honors Program may be awarded the degree with Honors, High Honors, or Highest Honors in that program. Candidates designated as Smith Scholars have pursued special individual programs of study.

### **First Group Scholars**

Smith College students who have a record at the College indicating particularly high academic achievement in the previous year are named First Group Scholars.

### **The Dean's List**

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or

above and who complete at least 24 semester hours for full-time students or 16 semester hours for part-time students.

### **Society of the Sigma Xi**

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

### **Phi Beta Kappa**

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College during the year 1904-05, and the first undergraduates were elected to membership in April of that year. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.



## Fees, Expenses, and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socio-economic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room, and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room, and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by endowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the College so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

### Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. We promise to meet the documented financial need of every student who is accepted at Smith. Our average financial aid award, which includes a grant, loan, and campus job, is in excess of \$7,000, and more than one-third of our student body qualify for need-based aid. Almost another third use student loans and jobs to help meet costs.

#### 1984-85 Required Annual Fees

	First semester	Second semester	Total
Tuition	\$4,585	\$4,585	\$ 9,170
Room and board	1,785	1,785	3,570
Activities fee	83		83
	<u>6,453</u>	<u>6,370</u>	<u>12,823</u>

Statements for semester fees are mailed on or about July 20 and December 7. Payment of charges for the first semester are due by August 15; for the second semester by January 7. Checks should be made payable to Smith College and forwarded to the Office of the Controller. Balances unpaid at the time due are subject to a late payment charge equivalent to an annual percentage rate of 18%. A number of optional payment plans are described in the following pages.

Every student will incur certain additional expenses during the year, and these will vary according to each family's accustomed standard of living. Each student should be prepared to spend around \$400 on books and supplies for the year, between \$500 and \$900 on personal, recreational, and miscellaneous expenses, \$30 to \$50 on subscriptions and dues, and each family should include the cost of at least two round trips between home and Northampton as part of a student's yearly expenses for college.

The Student Activities Fee of \$83 is paid in the first semester for the year to support the chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the S.G.A. proposes a budget that is approved by the student body.

## Other Fees and Charges

- Application for admission \_\_\_\_\_ \$30

The application fee, which helps defray the costs of handling all the paperwork and administrative review involved with every application, should accompany the application form. An applicant sends the form and fee to the Office of Admission prior to February 1. Applicants to the Ada Comstock Scholars Program submit the application form for the Program, along with the fee, to the Ada Comstock Scholars Office by February 15.

- General Deposit \_\_\_\_\_ \$100

Upon acceptance each new student pays a general deposit of \$100 to hold her place at the College. Students entering under the Early Decision Plan pay the deposit by January 1. All other students pay the deposit by May 1. This is a one-time deposit that will be refunded following graduation. An enrolled student who withdraws may receive a full refund if she notifies the Registrar in writing of her plans to withdraw before July 1 for first semester or before December 1 for second semester. The deposit is not refunded to new students who withdraw before they enter or to students who are separated from the College for college work or conduct deemed unsatisfactory. We may waive the fee for exceptionally needy students.

● Room Deposit \_\_\_\_\_ \$200

Each resident student pays a room deposit each year that is applied in total to the first-semester bill. Incoming resident students pay this deposit by May 1, and continuing resident students by March 1. The deposit is refunded only to students participating in the Twelve College Exchange, the Smith Junior Year Abroad, or to those students who apply for a leave for the following fall semester by March 15. In all other cases, the deposit is forfeited if a student withdraws or leaves the College. The deposit may be deferred for a student whose need-based aid covers total fees.

● Non-resident Fee \_\_\_\_\_ \$30

The non-resident fee applies to all enrolled students, including Ada Comstock Scholars, who live off campus. It helps cover the costs of services for students, such as mail delivery and maintenance of lounges for off-campus students.

● Health insurance \_\_\_\_\_ \$290

We require that each student have adequate health insurance, so we offer a health insurance plan, underwritten by Blue Cross-Blue Shield, which gives students unusual protection in the special circumstances of a residential college. The plan provides full coverage for a 12-month period, whether a student is living on campus or not. The Smith insurance plan is optional for students who can demonstrate alternate coverage. For more information, refer to Health Services, p. 48.

● Refrigerator Energy Fee \_\_\_\_\_ \$25

Students who choose to have refrigerators pay a fee to help defray the energy costs incurred through their use.

● Fees for musical instruction, per academic year

One hour lesson per week \_\_\_\_\_ \$500

One half-hour lesson and two class hours per week \_\_\_\_\_ \$500

Courses in ensemble when given individually — \$ 70

Use of a practice room, one hour daily \_\_\_\_\_ \$ 15

Use of a practice room, one hour daily, and of a college instrument \_\_\_\_\_ \$ 30

Use of organ, one hour daily \_\_\_\_\_ \$ 65

● Fees for riding classes, per semester

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available. Fox Meadow Farm also will board horses for students. Inquiries about boarding should be addressed to Sue Gray-Miezckowski, c/o The Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm.



Two lessons per week _____	\$200
Three lessons per week _____	\$265
Four lessons per week _____	\$320

● Studio art courses, per semester

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials _____	\$5-63
Additional supplies _____	\$12-100

● Chemistry laboratory course, per semester \_\_\_\_ \$6-10 plus breakage

● Fee for non-matriculated students

Occasionally an individual who is not studying toward a degree at Smith will take a course as an auditor or for credit. The following fees apply.

Per course for credit _____	\$1,150
For auditing, per lecture course _____	\$ 10
For auditing, per performance or language course _____	\$ 75

● Fees for Ada Comstock Scholars

The fees for Ada Comstock Scholars are prorated on a per-course basis, with a flat maximum for full-time tuition. Additional expenses include the application fee, the room deposit or non-resident fee, books, living expenses, and the Student Activities Fee for all students taking three or more courses. There are certain additional fees for optional courses and programs (see above).

Application fee _____	\$ 30
Room and board one night per week, per semester (15 weeks) _____	\$ 300
For one semester course _____	\$1,150
For two semester courses _____	\$2,300
For three semester courses _____	\$3,450
For four or more semester courses _____	\$4,585
For each $\frac{1}{4}$ course _____	\$ 287

**Withdrawal Refunds**

The College makes commitments to faculty and staff based on anticipated student enrollment in advance of the school year, and these commitments are not subject to change. Students who withdraw prior to the first day of classes will receive a full tuition refund. Students who withdraw on or after the first day of classes are entitled to a tuition refund as follows:

Prior to the second week of classes _____	75%
Prior to the third week of classes _____	50%



Prior to the fourth week of classes _____	25%
Prior to the fifth week of classes _____	10%
Thereafter _____	0%

The College makes arrangements for housing each student prior to the academic year, again based on anticipated enrollments. These arrangements are not subject to change. Consequently we cannot refund room rent, but we do prorate the board fees, less \$100, and refund the unused portion.

The date of withdrawal is either the date on which the Registrar receives written notice of the student's intent to withdraw or the date on which she vacates her room, whichever is later.

All scholarship grants are applied first to tuition costs. Only if the grant exceeds billed tuition will any amount be applied to other fees. Refunds of grant aid from any source are therefore computed on the basis of tuition refunds shown above. Financial aid funds are reallocated proportionally according to a formula prescribed by federal regulations, in the following order: Supplementary Educational Opportunity Grant (SEOG), Pell Grant, state grants (including SSIG), National Direct Student Loan (NDSL), Guaranteed Student Loan (GSL), Parent Loan for Undergraduate Student (PLUS), institutional funds, and the student and family.

An appeal to the withdrawal policy may be heard by an Appeals Committee made up of the Treasurer (Chair), the Registrar, the student's Class Dean, and the Associate Dean for Student Affairs.

## Payment Plans and Loan Options

In addition to the regular payment plan in which fees are paid in full prior to each semester, the College offers a Ten-Month Payment Plan. This allows any parent or guardian of a Smith undergraduate to pay the required annual fees in 10 equal installments, beginning in June prior to entrance. A non-refundable administrative fee of \$30 is required with each registration. The College also participates in the Insured Tuition Payment Plan, an alternate monthly payment plan administered through the Richard C. Knight Insurance Agency. Additionally, parents who wish to shelter themselves from future tuition increases may use the Tuition Prepayment Option, paying for all eight semesters of tuition at the current rate.

Below is a listing of various payment plans and loan options available. Further details about these plans are mailed by the Controller's Office to parents of accepted freshmen in May.

## Summary of Payment Plans and Loan Options

Plan	Payments per year	Number of Years to Complete Payments	First Payment Due	Annual Interest Rate Charged	Service Fee or Origination Fee	Annual Maximum
1. Regular Payment Plan	2	4	Aug. 15	0	None	Total fees
2. Tuition Prepayment Option	1	1	Aug. 15	—	—	\$36,680
3. Smith Ten-Month Payment Plan	10	4	June 15	0	\$30	Total fees
4. Insured Tuition Payment Plan	8-12	4	June 1	0	\$50	Total fees
5. Guaranteed Student Loans (GSL)	None during College	10 following graduation	6 mos. after graduation	8%	Approximately 5% of amount borrowed	\$2,500
6. Parent Loans for Undergraduate Students (PLUS)	12	5 for first year; 10 for multiple loans	45 days following disbursements	12%	Approximately 1% of amount borrowed	\$3,000 per student
7. Family Education Loans	12	15	30 days following disbursements	13.25%	\$30 service fee plus 6.5% origination fee of amount borrowed	75% of total fees
8. Extended Repayment Plan (Knight Insurance)	12	4-7	June 1	13%*	\$50	Total fees
9. Tuition Prepayment Option Loan Plan	12	15	30 days following disbursements	13.25%	\$30 service fee plus 6.5% origination fee of amount borrowed	75% of total fees

Of these plans, numbers 4 and 8 require the subscriber to carry additional insurance, and plan 7 offers insurance as an option. Families of students who receive Guaranteed Student Loans must meet the needs test of the program or of the College Scholarship Service. Eligibility for the Family Education Loans

\* Rate effective as of February 1, 1984.

and Tuition Prepayment Option Loan Plan is based on need and family resources. Loans are made to families with incomes of at least \$75,000 with one student in college and to families with incomes well above that if there is more than one family member in college. Families receiving grant aid may not participate in the Tuition Prepayment Option or Tuition Prepayment Option Loan Plan. Credit checks are required for plans 6, 7, 8, and 9. For more information, write or call Anthony Symanski, Controller.

## Financial Aid

We believe that the cost of educating a student at Smith should not be a factor in the college choice, either for the student and her family in selecting Smith or for our Office of Admission in selecting the students who are right for us. So applications for financial aid are handled by the Office of Financial Aid, not by the admission staff, and are kept completely confidential. Awards are offered to applicants with academic promise on the basis of computed need, regardless of a student's race, creed, handicap, or color. An award is usually a combination of a grant, campus job, and suggested loan, and all freshmen with documented need are given aid to the full extent of that need. A brochure which supplements the information here is available from the Office of Admission.

To determine a student's need, a family submits the Financial Aid Form to the College Scholarship Service, requesting that copies be sent to Smith. Our code number is 3762. The Financial Aid Form is available in December from high school guidance offices and from our Office of Financial Aid. Early Decision candidates should request a special Financial Aid Form directly from the Smith Office of Financial Aid.

An applicant and her family must also complete and file the Smith Financial Aid Application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns for the prior year. Once we receive an applicant's completed Financial Aid Form from the College Scholarship Service, then we begin to calculate each student's need. We figure each case individually, realizing fully that each set of forms represents people. We take into consideration the number of dependents, the number of family members in college, divorced parents, and other special circumstances. We will require copies of parents' and student's 1984 federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement will be required to verify income.

The College itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.



A student who is awarded aid at entrance will have that aid renewed according to her need if she is in good academic standing. She and her family apply for aid annually with Smith College and College Scholarship Service forms and tax returns. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period except for special programs. Unless the Administrative Board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree.

If an entering student did not qualify for aid in her first year but subsequently her family circumstances change (such as a brother or sister entering college too), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to assist any student immediately in an emergency situation.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. They are as follows:

	Early Decision and January Transfers	Early Evaluation, Regular Decision, and September Transfers
Submit the Financial Aid Form to the College Scholarship Service	November 15	February 1
Send the Smith Financial Aid Application and 1983 tax returns to the Office of Financial Aid	November 15	February 1* (*February 15 for transfer applicants)
Notification from Smith of Financial Aid Awards	December 15	Early April
Send photocopy of parent's 1984 federal income tax return to the Smith Office of Financial Aid	June 1	June 1
Send all copies of the Student Aid Report for the Pell Grant to the Smith Office of Financial Aid	June 1	June 1

### Transfer Students

Transfer students with need should follow the same procedure as applicants to the freshman class but must include also a financial aid transcript from each institution attended. We are able to guarantee aid at this time to all transfer students who enter with documented need.



### Ada Comstock Scholars

No woman should hesitate to apply to Smith under the Ada Comstock Scholars Program because of inability to pay the cost of the education at a private college. At present, we guarantee aid as needed to Ada Comstock Scholars, limiting grant aid from College funds to the billed fees. No token awards are offered, and no aid is given for merit alone. Applicants to the Ada Comstock Scholars Program should follow the same procedures as other entering students, except that all inquiries and correspondence should be addressed to the Ada Comstock Scholars Office. See Admission, p. 80.

### Financial Aid Awards

A financial aid award may comprise three parts: a grant, a suggested loan, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute a standard amount from summer earnings (for freshmen entering in the fall of 1984, this amount was \$900) and to apply for any federal, state, and local scholarships for which she may be eligible.

**Loans.** National Direct Student Loans (NDSL) are offered to students with the greatest need, because of limited funding for this federal program. Many students can borrow through the Guaranteed Student Loan Program (GSL), where the student herself repays the loan after college. Most parents are eligible to borrow under the federal program of Parent Loans for Undergraduate Students (PLUS). Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. GSL and PLUS loans are available through commercial lenders in all states, and the College will endorse students' applications for the amount needed. Students who do not qualify for need-based college aid may be able to use these programs under federal standards of income eligibility. If an aided student's application for a Guaranteed Student Loan is rejected, she may borrow up to the suggested amount from the College's loan funds. Inquiries about student loans should be addressed to Karen Tatro, Assistant Director for Student Loans, in the Office of Financial Aid.

**Campus Jobs.** The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about 40% of our student body) who received campus job offers as part of their aid packages. Freshmen work six hours a week, usually for Dining Services in their own houses, with an earnings ceiling of \$700. Students in other classes hold regular jobs of eight hours a week and can earn up to \$900. These monies are paid directly to each student as she earns them. They are intended to cover personal expenses rather than billed fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally there is a term-time internship program in concert with the Smith Career Development Office. The College participates in the fed-

erally funded College Work-Study Program, which funds up to 80% of the earnings of eligible students, some of them in non-profit off-campus positions.

**Grants.** Grants are gifts that do not require repayment by the student or her family. We participate in the federal Pell Grant Program and receive a yearly allocation for federal Supplemental Educational Opportunity Grants and Massachusetts state grants. Most grants, however, are awarded from college funds given for this purpose; from more than 125 restricted funds given to the College to support students in particular disciplines or from specific geographic areas; by annual gifts from alumnae individually and by close to 100 Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations, and other organizations; and from general income.

The Director of Financial Aid has available to her a number of named and restricted grants which she assigns, sometimes in consultation with the donor. No separate application is needed. Among the named and special purpose grants are the following:

First Group Scholarships, awarded to students of highest academic achievement, as follows:

*The Neilson Scholarships.* Not more than 15 scholarships, created by the Board of Trustees in honor of President William Allan Neilson on the completion of 15 years of his administration, are awarded annually to students with documented need who are among the First Group Scholars in the three upper classes.

*The Dwight W. Morrow Scholarships.* Ten scholarships are awarded annually to seniors with need who are among the First Group Scholars.

*The Sophia Smith Scholarships.* These scholarships are awarded without stipend to members of the three upper classes whose standing entitles them to a place among the First Group Scholars, but who have no need for financial aid.

Music Scholarships. Each year the College awards scholarships equal to one-half the cost of lessons in practical music to students who have financial need and who are recommended by the Music Department. Auditions are held for entering students after the opening of college. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

*The Ernst Wallfisch Scholarship.* A full year music performance scholarship (vocal or instrumental) to be granted to a freshman, sophomore, or junior based on need and merit.

Army and Air Force ROTC Scholarships. These scholarships are available to certain Smith students who enroll in the ROTC Program through the University of Massachusetts. Army ROTC scholarships are available to selected candidates

regardless of major; Air Force ROTC scholarships are available for technical majors and navigator candidates. For further information about the Army ROTC Program, contact Lieutenant Colonel Ronald Filak, Professor of Military Science, at (413) 545-2321. Information about the Air Force ROTC Program is available from Colonel Howard Hazlett, Professor of Aerospace Studies at (413) 545-2437. Inquiries may also be sent in writing to the appropriate department, University of Massachusetts, Amherst, Massachusetts 01003.

At the discretion of the Trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the College, and continues to be a resident of Northampton or Hatfield. These students may not reserve a room on campus, but may move into a dormitory if space becomes available.

Fellowships awarded for graduate work, including those open to students from foreign countries, are described on pp. 39-40.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information, and advice, we have a toll-free number (1-800-221-2579) operating from 2:00 p.m. until 9:00 p.m. Eastern time, Monday through Friday from January 1 through June 30, 1985. Inquiries may also be addressed to Anne Fisher Keppler, Director of Financial Aid, at (413) 584-2700, between 10:30 a.m. and 4:00 p.m. Eastern time.







## Admission

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From the College's beginning, the students at Smith have been challenged by rigorous academic standards, supported by rich resources and facilities, to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world. Each year we enroll a freshman class of approximately 625 able, motivated, diverse students whose records show academic achievement, intellectual curiosity, and potential for growth. Because our students come from virtually every state and more than 50 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in their review are her secondary school record, her rank in class, the recommendations from her school, her College Board Scholastic Aptitude and Achievement Tests, and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the College.

Our financial aid program guarantees aid to every admitted student with documented need, so that the cost of a college education should not deter a student from considering Smith seriously. Two-thirds of our student body receive some form of financial assistance through grants, loans, and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses, and Financial Aid, pp. 63-73.

### Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, if possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- two years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

While we do not give credit for courses taken at a college or university before a student's freshman year here, such courses may allow her to enroll in more advanced courses at Smith, based on placement exams given here in the fall or at the discretion of the individual departments. We give credit for excellent performance in Advanced Placement and equivalent foreign examinations.

## Entrance Tests

We require each applicant to take the Scholastic Aptitude Test (SAT) and a minimum of three Achievement Tests, one of which must be in English Composition. She should select the other two in fields where she has particular interests and strong preparation. We recommend that a candidate take the College Board examinations in her junior year to keep open the possibility of Early Decision and to help her counselors advise her appropriately about college. All College Board examinations taken through the January test date of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include in the decision-making process.

A candidate should apply to take the College Board examinations by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia, and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) A handicapped student should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students may choose to take the test administered by the American College Testing Program (ACT) instead of the SAT. For information about ACT tests, a student should write to ACT, P.O. Box 168, Iowa City, Iowa 52240.

## Applying for Admission

A student interested in Smith has three options for applying—Early Decision, Early Evaluation, and Regular Decision.

**Early Decision.** A candidate with strong qualifications who selects Smith as her first choice must complete her application by November 15 of her senior

year. Her credentials should include mid-semester senior grades. A student applying for Early Decision should take her Scholastic Aptitude Test and, if possible, three Achievement Tests before the senior year. If a student has not taken all three of the Achievement Tests, she still may apply under Early Decision with the understanding that she will fulfill the rest of the requirements before the end of her senior year. We notify Early Decision candidates of the Board's decision by December 15. A student who is accepted under the Early Decision Plan must withdraw any applications she has made at other colleges and not make any further applications. She must pay a non-refundable enrollment deposit of \$300 by January 1 (see Fees, Expenses, and Financial Aid for more information about deposits). A student who is not accepted under the Early Decision Plan will automatically be reconsidered with the regular applicant group in the spring.

**Regular Decision.** A student who applies to Smith under the Regular Decision Plan should complete her application by February 1. We will send our decision in early April. An accepted student who intends to come to Smith must pay the enrollment deposit of \$300 by May 1.

**Early Evaluation.** A candidate who applies under the Regular Decision Plan may request an Early Evaluation of her chances by marking the appropriate section on the application form and by filing all credentials by January 1. We send Early Evaluations in early February and final decisions in early April, and a candidate makes no commitment to Smith until May 1. Our Early Evaluation letter tells each student one of three things: that we probably will admit her in the spring, that we will defer our decision until April, or that we are unlikely to offer her admission. While there is no early formal appraisal of financial aid, the Director of Financial Aid is always willing to talk with parents on this subject.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest you do not leave it to the last moment.

## Admission Deadline Dates

	Early Decision	Early Evaluation	Regular Decision
Submit all parts of the application and application fee	November 15	January 1	February 1



	Early Decision	Early Evaluation	Regular Decision
Come for an interview by	November 15	January 1	February 1
File the financial aid application with the Smith Office of Financial Aid	November 15	February 1	February 1
Ask your counselor to send mid-year grades		As soon as available	
We notify each candidate by	before mid-December	early February	before mid-April
Submit the \$300 deposit to hold a space in the class	January 1	May 1	May 1

## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight semester hours of college credit are recorded for a score of 4 or 5 on an Advanced Placement Examination (except for the Mathematics AB examination for which four hours of credit are recorded). No more than eight semester hours of credit will be granted in any one department.

Advanced Placement credit may be used to allow a student to carry the minimum three-course load after the first semester of the freshman year, or to make up a shortage of hours, or, with the approval of the Administrative Board, to undertake an accelerated course program. A maximum of one year (32 semester hours) of Advanced Placement credit may be counted toward the degree. A student entering with 24 or more semester hours of Advanced Placement credit may apply for sophomore standing after completion of the first semester's work.

A student who completes courses which cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit towards the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements.

Advanced Placement credit may be used to count towards the 16 courses outside the major.



## Interview

Although we do not require an interview, we strongly recommend it for all candidates and expect it of those who live or attend school within a reasonable distance of the College. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1 because we are busy reading applications. Interviews for juniors begin in mid-March.

## Deferred Entrance

An admitted applicant, who has accepted Smith's offer and paid the required deposit, may defer her entrance to the freshman class for one or two semesters if she makes this request in writing to the Director of Admission by June 1.

## Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application by November 15 and send all credentials by December 1. For September entrance, she must apply by February 15.

A candidate who lives or attends college a reasonable distance from Northampton should plan to have an interview by November 15 for January entrance and by February 1 for September entrance.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on p. 75 of this catalogue.

We require a candidate for the degree of Bachelor of Arts to spend at least two years in residence at Smith College in Northampton. A student may not transfer to the junior class and spend the junior or senior year abroad.

## Visiting Year at Smith College

Smith College welcomes a certain number of guest students for one year of study. Well-qualified applicants enrolled in an accredited, four-year liberal arts

college in the United States can come to Smith to pursue particular fields of academic interest and to experience the 'atmosphere of a residential women's college in its New England setting.

Applicants must furnish a transcript of their college work to date, faculty recommendations, and, where required by the home college, tentative approval of their proposed course program. Information and application material may be obtained by writing to Visiting Year, Admission Office, Smith College, Northampton, Massachusetts 01063.

### **International Students**

We welcome applications from qualified international students and advise applicants to communicate with the Director of Admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's total academic background. A limited amount of financial aid is available for international student applicants; *if aid is needed, this fact should be made clear in the initial correspondence.*

### **Readmission**

See Withdrawal and Readmission, p. 298.

### **Ada Comstock Scholars Program**

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Admission and all other aspects of the Program are handled through the Ada Comstock Scholars Program Office.

Because the women who apply to the Ada Comstock Scholars Program come with vastly different backgrounds and motivations, we encourage each applicant to meet with the staff of the Ada Comstock Scholars Program at least two months before the application deadline. As we assess each candidate, we particularly value this personal meeting and the autobiographical essay on the application. Each applicant must request that the institutions she previously attended send all relevant credentials directly to the Ada Comstock Scholars Program. For September entrance, candidates must apply before February 15 and submit all credentials by March 1. For second semester entrance, the equivalent dates are November 15 and December 1. Normally we notify candidates by the middle of April for first semester entrance and by the end of December for second semester. Letters from the Office of Financial Aid are mailed at the same time as admission letters.

Additional information about the Program can be found on p. 18. For more information about fees, expenses, and financial aid for Ada Comstock Scholars, refer to pp. 66 and 67–73. Inquiries, either in writing or by phone, may be addressed to Eleanor Rothman, Director of the Ada Comstock Scholars Program.







# Courses of Study, 1984-85

## Explanation of Symbols and Abbreviations

Courses are classified in five grades indicated by the first digit in the course number:

- 100: Introductory
- 200: Intermediate
- 300: Advanced
- 400: Graduate, open to qualified undergraduates
- 500: Undergraduate Honors Thesis

- a: an "a" after the number of a course indicates that it is given in the first semester;
- b: a "b" that it is given in the second semester;
- c: a "c" indicates a summer seminar given abroad;
- D: a "D" indicates an intensive language course.

Where no letter follows the number of the course, the course is a full year course, and credit is not given for a single semester. Unless otherwise indicated, all year courses carry eight hours credit; all semester courses, four hours.

SMALL CAPITAL LETTERS are used for inter- and extra-departmental course titles. For a list of such courses, see pp. 283-85.

- [ ] Courses in brackets will be omitted during the current year.

### Course Schedules

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart on p. 344), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

- Dem.: demonstration course
- lab.: laboratory
- lec.: lecture
- sect.: section
- dis.: discussion
- ( ): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.
- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice.
- L: The Departments of Dance and Theatre use an "L" to designate that enrollment is limited;
- P: In these same departments, a "P" indicates that permission of the instructor is required.
- AP: Advanced Placement. See p. 295.
- S/U: Satisfactory/Unsatisfactory. See pp. 294-95.

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

- † absent for the year
- \* absent for the first semester
- \*\* absent for the second semester
- § Director of a Junior Year Abroad
- 1 appointed for the first semester
- 2 appointed for the second semester

## Afro-American Studies

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### Associate Professors

\*John C. Walter, Ph.D.  
 Johnnella E. Butler, Ed.D., Chair  
 Charles Cutler, Ph.D. (Spanish &  
 Portuguese and Afro-American Studies)

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### Assistant Professors

Alice J. Smith, Ph.D.  
 Shelia Rose Bland, M.F.A. (Afro-American  
 Studies and Theatre)

An intermediate course in Afro-American Studies and permission of the instructor are requirements for entering seminars. Students majoring in Afro-American Studies must take either 101a or b, or the introductory course offered for the Five College Black Studies major. Students planning to major, minor or enter the honors program in the department are advised to take courses in one or more of the following fields: literature, government, history, music, sociology.

#### [101a] 101b Introduction to Black Studies

An introduction to the multidisciplinary field of Black Studies, the social, political, cultural, and economic experience of people of African ancestry, focusing on the United States. Writing and research methods emphasized.

*Johnnella Butler*

T Th 12:50-2:10

#### 200a Survey of Afro-American Literature: 1760 to Present

A chronological survey of Afro-American literature in all genres from its beginnings to the present day to show the evolution of Afro-American writing as literary art, to lead the student to a comprehension of the historical context of Afro-American literary expression, and to aid the student toward gaining an understanding of the aesthetic criteria of Afro-American literature.

*Johnnella Butler*

T 10:20-12:10, W 10:20

#### 212a Culture and Class in the Afro-American Family

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to the influence of historical, cultural, structural, and class variables on contemporary Afro-American families, using current research, family cases, and implications of public policy.

W 9:20, F 9:20-11:10

#### 213b Ethnic Minorities in America

Same as Sociology and Anthropology 213b.

#### 214b Black Theatre

Same as Theatre 214b.

*Shelia Bland*

#### [216a Colloquium: Afro-American Political Thought and Culture

A study of Afro-American political culture and protest ideologies in the twentieth century. Special emphasis on the contemporary period, 1945 to the present. An analysis of the political institutions established by Afro-Americans, the role of Black Power politics. To be offered in 1985-86.

*John Walter*

#### [217a History of the Afro-American Woman and the Feminist Movement, 1830 to Present

The essential concerns of Afro-American women and white feminists. Points of convergence and differentiation and reasons for the association or dissociation between the two groups of women from 1830 to the

present. Contemporary tentative attempts between these groups for coalescence.  
*John Walter*]

**218a Urban Sociology**  
 Same as Sociology and Anthropology 218a.

**225a Government and Politics of Sub-Saharan Africa**  
 Same as Government 225a.

**231b Africa: A Continent in Crisis**  
 Same as Sociology and Anthropology 231b.

**237a Comparative Black Poetry**  
 Modern and contemporary poetry from several black cultures and perspectives. The poetry of some African countries studied in translation as well as Afro-American poetry and samples from the Caribbean and South American black poets.  
*Alice Smith*  
 M 11:20, T 10:20-12:10

**[237b Major Black Writers: Fiction**  
 Survey of Afro-American fiction with concentration on the novel.  
*Johnnella Butler*]

**238b Afro-Brazilian Literature and Film**  
 A study of the Afro-Brazilian as author and subject in modern and contemporary Brazilian literature and film. Some topics to be examined: the mulatto escape hatch and the ideology of whitening, the relationship between race and artistic creation, race and class, race and gender, and the politics of sensuality, food, dance and music. Movements and individual figures include: the Abolitionist Movement; Machado de Assis and Lima Barreto; the Modernist Movement and Mario de Andrade; novelists of the Northeast, Jorge Amado and Jose Lins do Rego; poets of the Rio de Janeiro and São Paulo Black Brazilian Fronts. Films to be studied: *Black Orpheus*, *Macunaima*, *The Amulet of Ogum*, and *Tent of Miracles*.  
*Charles Cutler*  
 W Th F 11:20

**240a Philosophy and Women**  
 Same as Philosophy 240a.  
*Johnnella Butler, Elizabeth Spelman*  
 T 2:10-4, Th 2:10

**[270a The History of the South since the Civil War**  
 Topics include Reconstruction and its aftermath, the Populist revolt, disfranchisement and segregation, the impact of depression and war, desegregation and the struggle for civil rights.  
*John Walter*]

**[277b The Jazz Age**  
 An interdisciplinary study of the Afro-American and Anglo-American currents that flowed together in the Roaring Twenties. The politics of "normalcy," the economics of margin, the Harlem Renaissance, the literature of indulgence and confusion, the transformation of race relations, and the cultural influence of jazz are comprehensively treated. Recommended background: a survey course in Afro-American history, American history, or Afro-American literature.  
*John Walter*]

**278b The Sixties in America: Conflict, Confrontation and Concession**  
 An interdisciplinary study of the period from 1960 to 1972, the end of the first Nixon presidency. Identifies and analyzes the Afro-American cultural and white politico-cultural movements that collided in the period now called "The Second Reconstruction," "The Civil Rights Era," or even "The Elvis Decade." The politics of confrontation and civil disobedience, the economics of "guns and butter," the literature of conflict and angst, the polarization of the arts, and the transformation of race relations. The role of Rock and the influence of domestic politics on foreign relations.  
*John Walter*  
 T 4:10, Th 3:10-5

**286b History of Afro-American People**  
 An examination of the broad contours of the history of the Afro-American in the



United States. Consideration of the cosmology of the West African, American slavery systems, and the Afro-American's resistance; the rise of Jim Crow; W. E. B. DuBois's, Booker T. Washington's, and Marcus Garvey's philosophies of protest; the tactics of Martin Luther King, Jr., A. Phillip Randolph, and Malcolm X.

*John Walter*

Th 9:20, F 9:20-11:10

The following courses are open to qualified juniors and seniors. Permission of the instructor is required.

### 301a, 301b Special Studies

#### 310b Colloquium: Problems in the Study of the Black Experience

Examination of methodological theory and research in the multidisciplinary field of Black Studies as they relate to each major's advanced concentration. Open only to senior majors.

*Members of the department*

Hours to be arranged

#### 314 Masters and Movements in Drama

Same as Theatre 314a.

#### [320a Seminar in Comparative Government

Same as Government 320a. To be offered in 1985-86.]

#### 321a Seminar: Afro-American Folk Culture

The identification and clarification of Afro-American folk culture as an artistic and cultural entity through an examination of its relationship to Western culture. Analysis of values, cultural mores, and artistic expressions through the study of African backgrounds, the oral tradition of the Afro-American slave, the dynamics of the slave community, stereotypes and their relation to folk culture, folk culture of the New South and urban North, evaluation of folk heroes, self-concept, and the artistic image

as related to cultural and political forces within the popular culture.

*Sbelia Bland*

W 7:30

#### 326b The Socio-Cultural Development of the Afro-American Woman

Examination of the Afro-American woman as a member of an ethnic group. Study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature. (E)

M 9:20-11:10, T 9:20

#### 331b The Life and Writings of W. E. B. DuBois

Examination of DuBois's impact on twentieth-century society, in particular his role in the formation of civil rights organizations and his arguments for an economically and politically enlightened Black citizenry. Recommended for background in Afro-American history and in mainstream American literary tradition. To be offered once only. (E)

*Homer Meade (UMass)*

W F 11:20

#### 348b Seminar: The Literature of the Black Woman

Critical examination of the creative and analytical writings of black women through literature and oral testimony. Prerequisite: 200a, 237a, or 237b, or permission of the instructor.

*Johnnella Butler*

Th 7:30

#### [369b Seminar: Blacks and American Law

Selected topics in black legal history. Historical continuity for the changing relationship between American jurisprudence and black Americans between 1640 and 1978. Statutory and case law that determined the role of Blacks in American society, and the use of the law by Blacks to gain civil and personal rights in society. Prerequisite: 216a, 286a, Government 100, or a course in American history.

*John Walter]*



**376b Seminar: Urbanization, Industrialization and Black Americans**

An interdisciplinary study of the Afro-American ghetto in the United States to ascertain the social, cultural, political, and economic changes that have taken place in urban black life since 1900. Prerequisite: a survey course in Afro-American history. Recommended background: a lower-level course in either sociology or economics.

*John Walter*  
W 2:10-4

Courses in other departments recommended for and related to the major in Afro-American Studies: Economics 230b; Education 200b; Government 310b; History 113a, 113b, [266a], [267a], 271a, [272b], 273b, [275a], [276b]; Sociology and Anthropology 232a, 305a, 332b.

**The Major**

**Advisers:** Johnnella Butler, John Walter.

**Adviser for Study Abroad:** John Walter.

**Basis:** 101a or b.

**Requirements:** 10 semester courses, in addition to the introductory course, as follows:

1. General concentration. Four courses chosen from the 200-level courses in the department at Smith or in the corresponding department at Amherst, Hampshire, or Mount Holyoke college or the University of Massachusetts. Courses at the 300 level may also be used where appropriate.
2. Advanced concentration. Five courses in one area, three of which must be in a particular discipline or field within that area. The advanced concentration courses may be taken in the department at Smith or in one of the corresponding departments at Amherst, Hampshire, or Mount Holyoke college or the University of Massachusetts. Courses taken outside Smith must be

approved by the department chair and the adviser.

3. 310b colloquium.

**Optional:** Special Studies 301a or b. Either an exploration of topics in literature, history, sociology, education, etc., under the direction of a departmental adviser; or fieldwork in the form of (1) course-related work in local communities (e.g., Springfield, Holyoke); (2) research and participation in communities elsewhere in the United States; or (3) study and work abroad (e.g., Sub-Saharan Africa or the West Indies). These projects are subject to the approval of the Committee on Academic Policy and/or the Committee on Study Abroad. With the permission of the department, majors may receive credit through the junior year abroad at an African university or in the Smith College Junior Year Abroad Program in Geneva or Paris.

**The Minor**

**Advisers:** Johnnella Butler and John Walter.

**Basis:** [101a] or 101b, and 200a or 286b.

**Requirements:** In addition to the basis, four elective courses are required, at least one of which must be a seminar or 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history, or the historical, social, and literary study of the Afro-American woman.

**Honors**

**Director:** John Walter.

**501, 501a Thesis.**

**Requirements:** the same as those for the major, including the required colloquium, and a thesis, which may receive one or two semesters' course credit, and may be substituted for one or two of the courses in the major requirements listed above.

## Interdepartmental Major in American Studies

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Donald Leonard Robinson, M.Div., Ph.D., Professor of Government and  
Director of the American Studies Program

J. Ritchie Garrison, M.A., Lecturer in American Studies

Mark Kramer, M.A., Writer in Residence

J. Tracy Kidder, M.F.A., Visiting Lecturer in American Studies

Marc Pachter, Ph.D., Lecturer in American Studies

### American Studies Committee

Robert T. Averitt, Ph.D., Professor of Economics

Thomas S. Derr, Jr., B.D., Ph.D., Professor of Religion & Biblical Literature

Stanley M. Elkins, Ph.D., Professor of History

Randall Bartlett, Ph.D., Associate Professor of Economics

Johnnella E. Butler, Ed.D., Associate Professor of Afro-American Studies

Charles M. Cutler, Jr., Ph.D., Associate Professor of Spanish & Portuguese and Afro-American Studies

Richard Fantasia, Ph.D., Assistant Professor of Sociology & Anthropology

\*Thomas A. Riddell, Ph.D., Assistant Professor of Economics

Lisa Reitzes, M.A., Instructor in Art

This major offers an opportunity to explore American culture, its origins, development, and contemporary manifestations. Please note the prerequisites for American Studies 200a and b. In addition, it is recommended that prospective majors take a semester course in European history, American government, and literature before their junior year.

### 200a Introduction to the Study of American Society and Culture

An intensive examination of the processes by which the United States became an industrial nation, with a distinctive society, economy, and culture, during the first half of the nineteenth century: structural changes in economic activity; evolution toward a modern governmental and political system; changing patterns of race, class, and sexual relationships; artistic and literary expression in both learned and popular culture. Limited to American Studies majors. Normally taken in the junior year,

but open to sophomores intending to major in American Studies and to senior majors by petition to the director of American Studies. Prerequisites: History 113a and b, or the equivalent with permission of the director.

*Stanley Elkins*

W 2:10, Th 3:10-5

### 200b Introduction to the Study of American Society and Culture

Similar to 200a, except that the focus is on the period 1865-1900. Limited to American Studies majors. May be taken before 200a with the permission of the director. Prerequisites: same as for 200a.

*Thomas Riddell*

T 2:10-4, W 2:10

### 250a, 250b Writing about American Social Issues

An examination of contemporary American issues through the works of such literary journalists as John McPhee, Tom Wolfe,

Joan Didion, and Jessica Mitford, and intensive practice in expository writing, to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. Enrollment limited. Admission by permission of the instructor.

*250a: Mark Kramer; 250b: Tracy Kidder*

Th 7:30

### **301, 301a, 301b Special Studies**

Admission by permission of the instructor and the director.

### **302b Seminar: The Material Culture of New England, 1670-1840**

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) to New England's history.

*Ritchie Garrison*

M 2:10-4

### **340b Integrating Course**

Required of all senior majors.

*Donald Robinson*

T 2:10-4

## **Internship at the Smithsonian Institution**

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar, taught by a scholar at the Smithsonian; a tutorial on research methods; and a double-credit (eight-hour) research project under the supervision of a Smithsonian staff member. Research projects deal with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American

art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. Applications will be available at the beginning of the second semester.

### **310a Tutorial on Research Methods**

Individual supervision by a Smithsonian staff member. Given in Washington, D.C.

*Donald Robinson, Director*

### **311a Seminar: Telling Lives: Twentieth-Century American Biography**

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography, and biography's links to the novel, to history, and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.

*Marc Pachter*

### **312a Research Project at the Smithsonian Institution**

Washington, D.C. Double credit. Tutorial supervision by Smithsonian staff members.

*Donald Robinson, Director*

## **The Major**

**Advisers:** Robert Averitt, Randall Bartlett, Johnella Butler, Stanley Elkins, Richard Fantasia, Maurice Isserman, Richard Millington, Lisa Reitzes, Thomas Riddell, Donald Robinson.



Requirements: 10 semester courses, as follows:

1. American Studies 200a and b.
  2. Seven courses in the American field, at the intermediate level or above, distributed as follows:
    - (a) for a concentration in arts and letters, five courses in art, literature, and/or history; and two courses in the social sciences;
    - (b) for a concentration in political economy, five courses in economics, government, and/or history; and two courses in literature or art;
    - (c) for a concentration in cultural studies, seven courses from several departments (those represented in (a) and (b) above, or such others as education, religion, or sociology and anthropology) that offer courses in the American field.
- At the time of declaring an American Studies major, each student will work out with the help of her adviser a plan for fulfilling this second requirement, together with a rationale for her choices. These plans may be revised with the approval of the adviser.
3. American Studies 340b.

N.B. No course counted toward another major may be counted toward a major in American Studies.

## Honors

**Director:** Donald Robinson.

### 501a Thesis.

Requirements: the same as those for the major, except that a thesis (501a) will be substituted for one of the ten required courses. The program must include at least one seminar (in addition to 340b) in the American field, and an oral honors examination.

## Diploma in American Studies

**Director:** Maurice Isserman, first semester; Peter Rose, second semester.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: one course in American history, American Studies 455[a] or b (special seminar for Diploma students only), four other courses in American Studies or in one or more of the cooperating disciplines, and a thesis.

### [455a Seminar: American Society and Culture

To be offered in 1985-86.]

### 455b Seminar: American Society and Culture

For Diploma students only. Topic for 1984-85: Social and Political Issues, 1880-1980.  
*Peter Rose*



## Interdepartmental Major in Ancient Studies

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### Adviser

Brent W. Sinclair, Lecturer in Classical Languages and Literatures

Basis: Greek 111 or 111Db or Latin 111 or 111Db (or the equivalent); History 101a. Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis and Classics 340b. Four chosen from Greek 212a, 212b, [322a], 324b, [325b], [336a], Latin 211a, 212a, 212b, 214a, 214b, 321a, [325a], 333b, 334a, [335b], [336a]; two from History [201b], 202a, 203b, [204a], [205b]; and three chosen from Art [210a], 211b, [212a], 215a, 310b, [315a], Government 260a, Philosophy 124b, Religion 185, 210a, 220b, 235a, 285a, 287b, 312a, 382b, and Sociology and Anthropology 131b.

Note that because of the prerequisites in the Department of Classical Languages and Literatures (see page 122), it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

### Honors

**Director:** Brent Sinclair.

#### 501a Thesis.

Requirements: the same as those for the major, with the addition of a thesis equivalent to one or two semester courses.

One examination in ancient history or in classical literature, art, religion, philosophy, or government.

## Interdepartmental Minor in Archaeology

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### Advisers

George Armelagos (Anthropology, UMass)

John Betlyon, Assistant Professor of Religion & Biblical Literature

†Louis Cohn-Haft, Professor of History

Bruce Dahlberg, Professor of Religion & Biblical Literature

Karl Donfried, Professor of Religion & Biblical Literature

Justina Gregory, Associate Professor of Classical Languages & Literatures

Elizabeth Hopkins, Professor of Sociology & Anthropology

Caroline Houser, Associate Professor of Art

Arthur Keene (Anthropology, UMass)

Barbara Kellum, Assistant Professor of Art

Valerie Warrior, Lecturer in History

The program in archaeology is an interdepartmental complement to departmental majors. Students may elect the program in archaeology to enhance their work in any discipline, but especially in art, history, anthropology, religion, or classics. Archaeological methods will be applied to various disciplines and will aid the student in developing her analysis of information and data within these related fields.

### Archaeology 201a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry, drawing on material selected from art history, religion, anthropology, history, Classics and Near Eastern Studies. Students will consider archaeological method and specific applications to various disciplines. Central to the discussion will be the uses of archaeology in reconstructing aspects of pre-historical, historical, and more contemporary human life. To be offered in the fall of each year.

T 2:10-4, Th 2:10

*John Betlyon*

### [Archaeology 222c Excavation of Tell el-Hesi in Israel

Basic training in the Biblical period. Previous archaeological experience not expected; admission is by application to the instructors. Fee extra. Bruce Dahlberg, Jochanan Wijnhoven, John Betlyon, and members of the Joint Expedition Consortium Institutions. Next offered, summer 1986 (tentative). For alternative field-work opportunities, consult members of the advisory committee.]

### Archaeology 301a, 301b Special Studies

By permission of the advisory committee, for junior or senior minors.

### The Minor

Requirements: a total of six courses, as outlined below:

1. Archaeology 201a, Introduction to Archaeology, is required of all minors.
2. Fieldwork is normally required; students may elect ARC 222c, Excavation of Tell el-Hesi in Israel, or another field experience approved by the

Advisory Committee on the Interdepartmental Program in Archaeology. Credit for academically approved fieldwork will count as one of the required six courses for the minor, and may count toward work done in one of the two concentrations.

3. Four courses are to be chosen from within one of two track concentrations as follows, choosing either Classical and Near Eastern archaeology or anthropological archaeology. No more than two courses in any single department may be counted toward the major.

a. Classical and Near Eastern

Archaeology:

[ART 210a Egyptian Art]

ART 211b The Art of Greece

[ART 212a The Art of Rome]

[ART 214a Greek Sculpture]

ART 215a Ancient Cities and Sanctuaries

ART 310b Seminar in Greek Art

[ART 315a Seminar in Roman Art]

GRK 111\* Elementary Greek

LTN 111\* Elementary Latin

LTN 111Db\* Intensive Elementary Latin

HST 101a Greece and Rome, 500 B.C.-A.D. 325

HST 102b(C) Rome from the Imperialism of the Republic to the Autocracy of the Empire

[HST 201b The Ancient Near East]

HST 202a The Great Age of Greece

HST 203b The Culture of Hellenistic Greece 336-30 B.C.

[HST 205b The Roman Empire]

[HST 207a Islamic Civilization to the Fifteenth Century]

[REL 185\* Biblical Hebrew]

REL 225a The Mediterranean World of the Early Christian Apostles

REL 312a Archaeology and the Bible

b. Anthropological Archaeology:

ANT 131b Human Evolution

REL 312a Archaeology and the Bible; and the following courses within the Department of Anthropology at the University of Massachusetts, Amherst:

150 Ancient Civilization

220 Research Techniques in Physical Anthropology

368 Old World Prehistory

375 South American

Archaeology

397a Problem Solving in Archaeology

397b Environmental Analysis

481 Research Methods in Anthropology

529 Archaeology of Northeast North America

578 Theory and Method in Archaeology

597 Special Topics:

Conn. Valley Research

Archaeological Analysis

Theory and Method in Biological Anthropology

Methods in Biological Anthropology

4. A final course, Archaeology 301a or b, may be elected as a "Special Studies Advisers for the Special Studies will come from the Advisory Committee. This course may count toward either of the two tracks as appropriate.

\* Intensive and full-year language courses are strongly recommended; only one semester's credit from language work may count toward the requirements for the minor (although LTN 111D, LTN 111, GRK 111, and REL 185 are either full-year courses or the equivalent and receive two semesters' credit toward the degree).

## Art

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### Professors

Charles Scott Chetham, Ph.D.  
James Holderbaum, Ph.D.  
Robert Mark Harris, Ph.D.  
Elliot Offner, M.F.A.  
Helen E. Searing, Ph.D.  
Charles Talbot, Ph.D.

### Associate Professors

John Pinto, Ph.D., Chair  
Chester J. Michalik, M.F.A.  
†Gary L. Niswonger, M.F.A.  
\*Jaroslav Volodymyr Leshko, Ph.D.  
\*\*Susan Heideman, M.F.A.  
Caroline Houser, Ph.D.

### Assistant Professors

Nicholas H. von Bujdoss, M.F.A.

Dwight Pogue, M.F.A.  
A. Lee Burns, M.F.A.  
Barbara A. Kellum, Ph.D.  
Janis Theodore, M.F.A.

### Instructors

Lisa Reitzes, M.A.  
Stephen Petegorsky, M.F.A.

### Lecturers

Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)  
Ruth Mortimer, M.S.  
Craig M. Felton, Ph.D.  
Richard Joslin, M.Arch.

### Harnish Visiting Artist

†Frederick W. Wessel, M.F.A.

Many courses are offered in alternate years and students should plan their schedules accordingly.

Students planning to major or to do honors work in art will find that courses in literature, philosophy (233b), religion, and history taken in the first two years will prove valuable. A reading knowledge of foreign languages, especially German, Italian, and French, is recommended for historical courses. Biological Sciences 210 is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York, or the vicinity for the study of original works of art.

Majors who have received Advanced Placement but do not pass the Art 100 exemption exam are expected to take Art 100, and are not expected to use their Advanced Placement credit.

## A. Historical Courses

### 100 History of Western Art

Major representative works of Western art, from antiquity to the present (including painting, sculpture, and architecture), are studied historically and analytically. Both semesters must be completed in order for credit to be given. Art majors are expected to take this course for a letter grade. Lisa Reitzes, Director, first semester; Jaroslav Leshko, Director, second semester.

#### *Members of the department*

Lecs. W F 1:10, Th 2:10; one dis. period

### 202b The History of City Planning and Landscape Design

A survey of changing attitudes toward the form, structure, and symbolic image of cities and gardens in the West from classical antiquity to the Industrial Revolution. The effects of practical concerns and theoretical ideals on urban design traced through the study of specific examples and texts. The formal landscape of gardens, villas, and parks also emphasized, with attention to



related aspects of architecture, painting, and literature. Prerequisite: 100 or permission of the instructor. Offered in alternate years.

*John Pinto*  
M T 8-9:10

[204b **The Art of the Aegean Bronze Age**  
Architecture, painting, sculpture, and minor arts of the Cyclades, Krete, and Mycenaean Greece, and their relations with the Near East and with Egypt. Some attention to the Megalithic monuments of Malta and Western Europe. To be offered in 1985-86. (E)]

### 205a **Great Cities**

Topic for 1984-85: Pompeii. First a study of Pompeii in reality: its public and domestic architecture, its sculpture, painting, and decorative arts, mirrored against a background of its society, politics, and religion. Conclusion with an inquiry into Pompeii as a concept: the impact of its discovery and its role as a source of inspiration for eighteenth- and nineteenth-century art.

*Barbara Kellum*  
M 9:20-11:10, T 9:20

### 206b **History of Sculpture: Sixteenth through Nineteenth Centuries**

Masterpieces of major representative sculptors and sculptural movements as reflections of Western civilization from the contemporaries of Michelangelo through the work of Rodin. Recommended background: 100 or any course in the history of art after the Renaissance. Offered in alternate years.

*James Holderbaum*  
M 11:20, T 10:20-12:10, W 10:20

### [207b **Oriental Art: China**

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain, and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. Alternates with 208a.

*Marilyn Rbie*]

### 208a **Oriental Art: Japan**

The art of Japan, especially painting, sculpture, architecture, and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 207b.

*Marilyn Rbie*  
T Th 12:50-2

### [210a **Egyptian Art**

The architecture, sculpture, painting, and minor arts of Egypt from the earliest times to the Islamic conquest, with emphasis upon the principal sites. Artistic developments related to the unique religious philosophy and history of Egypt. To be offered in 1985-86.]

### 211b **The Art of Greece**

Architecture, sculpture, painting, and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years.

*Caroline Houser*  
Th F 8-9:10

### [212a **The Art of Rome**

A consideration of the art of the Roman world as the first "modern art" in terms of the richness of its stylistic diversity. Roman architecture, sculpture, and painting from their Hellenistic and Etruscan origins to their late antique/early Christian phase, seen within the context of the social, political, and religious environment that produced them. Offered in alternate years.

*Barbara Kellum*]

### [213a **Oriental Art: India**

The art of India and bordering regions to the north from the Indus Valley Civilization through the Ancient and Classical Gupta Age, the Medieval Period, and the Mughal-Rajput Period, as expressed in the architecture, sculpture, and painting of the Buddhist, Hindu, Jain, and Muslim religions. Offered in alternate years.

*Marilyn Rbie*]

**[214a Greek Sculpture]**

Study of Greek sculpture from the archaic period through the monuments of Periclean Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations.

*Caroline Houser*

**215a Ancient Cities and Sanctuaries**

A study of selected Egyptian, Greek, and Roman sites as revealed by archeological, literary, and historical evidence. Planning, architecture, and artistic forms as shaped by social, political, and religious factors. Offered in alternate years.

*Caroline Houser*

M T 8-9:10

**[216b Images of Women in Ancient Art]**

The varying depictions of women in art from the Neolithic period through the Roman empire analyzed as reflections of attitudes toward women and their changing roles in society. Special emphasis on the representations of women in Greek and Roman painting and sculpture in exploring themes like the symbolism of clothing and coiffure, women in religious cults, women at work.

*Barbara Kellum*

**221a Early Medieval Art**

Art from the time of Constantine to Charlemagne with emphasis on painting, mosaic, and sculpture. Prerequisite: 100 or the equivalent. Offered in alternate years.

*Robert Harris*

M 11:20, T 10:20-12:10, W 10:20

**222b Romanesque and Byzantine Art**

Architecture, sculpture, illuminated manuscripts, and painting from the ninth through the twelfth centuries with emphasis on England, France, Germany, and the Byzantine Empire. Prerequisite: 100 or the equivalent, or 221b. Offered in alternate years.

*Robert Harris*

W F 11:20, Th 10:20-12:10

**[224b Gothic Art]**

Architecture, sculpture, and painting from the mid-twelfth through the fourteenth centuries with emphasis on France, England, and Germany. Prerequisite: 100. Offered in alternate years.

*Robert Harris*

**231a Northern European Art of the Fourteenth and Fifteenth Centuries**

Sculptural and pictorial imagery in the late middle ages with special consideration of early Netherlandish panel painting from Jan van Eyck to Bosch. Recommended background: 100. Offered in alternate years.

*Charles Talbot*

W Th F 9:20

**[232b Northern European Art of the Reformation Era]**

Painting, sculpture, and the graphic arts in Austria, France, Germany, and the Netherlands in the sixteenth century. Special attention to the work of Dürer. Recommended background: 100. Offered in alternate years.

*Charles Talbot*

**233a Italian Fifteenth-Century Art**

The painting, sculpture, and architecture of the early Renaissance. Recommended background: 100. Offered in alternate years.

*James Holderbaum*

W Th 9:20, F 9:20-11:10

**234a Renaissance Architecture**

A survey of architectural theory and practice in Italy between 1400 and 1600. Major monuments of Renaissance architecture in France, Spain, and England will be examined as well. Recommended background: 100.

*John Pinto*

Th F 8-9:10

**[235a Italian Sixteenth-Century Art]**

Painting, sculpture, and architecture from the High Renaissance to the Counter-Reformation. Recommended background: 100. Offered in alternate years.

*James Holderbaum*

### 241b The Art of the Seventeenth Century in Italy, France, and Spain

Major works of painting and sculpture will be emphasized. Recommended background: 100.

*Craig Felton*

W Th 9:20, F 9:20-11:10

### 242b Dutch and Flemish Art of the Sixteenth and Seventeenth Centuries

Special consideration given to the work of Bruegel, Rubens, and Rembrandt and to the development of landscape, portraiture, and genre painting.

*Charles Talbot*

M 9:20-11:10, T 9:20

### [244a Baroque Architecture

Design and meaning in the architecture of Italy and other Western European countries from the later sixteenth to the early eighteenth centuries. Recommended background: 100. Offered in alternate years.]

### 246a Art of the Eighteenth Century in Europe

Painting, architecture, and sculpture in Europe, with emphasis on developments in England and France. Recommended background: 100. Offered in alternate years.

*Helen Searing*

M T 12:50-2

### [250a Colloquium: German Art of the Nineteenth and Early Twentieth Centuries

A consideration of the pluralism of German art in the nineteenth century, focusing on the major movements of Romanticism, the Nazarenes, Idealism, Realism, and Impressionism. Also, a critical survey of Jugendstil and the Secession groups of Berlin, Munich, and Vienna and their impact on such expressionist movements of the early twentieth century as Die Brücke and Der Blaue Reiter, and on other independent expressionists working in Vienna and the other northern centers.

*Jaroslav Leshko*]

### [251a Nineteenth-Century Art

From Goya and Jacques Louis David through the Impressionist and Post-Impressionist painters. Recommended background: 100. To be offered in 1985-86.

*Jaroslav Leshko*]

### [252a History of Photography

A survey of photography and photographers in Europe and America. Prerequisite one of the following: 100, 251a, 253a, 254b, 256b, or 282a or b.]

### 253a The Arts in America

The art of colonial America and the early republic, from the seventeenth century to 1876, including architecture, sculpture, painting, and the decorative arts. Recommended background: 100.

*Lisa Reitzes*

W Th F 11:20, Th 10:20 at the option of the instructor

### 254b The Arts in America

American art of the past 100 years, with emphasis on the major figures and main currents in the various arts.

*Lisa Reitzes*

M T 9:20

### [255a Architecture of the Nineteenth Century

Architecture from the late eighteenth century to the 1890s. Recommended background: 100, 202, or 280. Offered in alternate years.

*Helen Searing*]

### 256b Contemporary Art

Twentieth-century movements in Europe and America. Recommended background 100 or 251a.

*Jaroslav Leshko*

M T 11:20, W 10:20, T 10:20 at the option of the instructor

### [257b American Architecture and Urbanism

The history of building and city planning in America, with special emphasis on the past



200 years. Recommended background: 100. Offered in alternate years.]

### **258b Architecture of the Twentieth Century**

Modern architecture and urbanism from 1890 to the present. Recommended background: 100, 202, 255, 257, or 280. Offered in alternate years.

*Helen Searing*  
M T 12:50-2

### **259a Colloquium: Twentieth-Century Sculpture**

The course will concentrate on vanguard art in three dimensions. (E)

*James Holderbaum*  
Th 3:10-5

### **[260b The History of Graphic Arts**

A survey of prints and printmaking from 1400 to the present in Europe and America. Prerequisite: 100. Enrollment limited to 25. Offered in alternate years.

*Charles Talbot*]

### **261a The Composition of Books**

A survey of the printed book as an art form from the fifteenth to the twentieth century. Admission by permission of the instructor.

*Ruth Mortimer*  
Th 3:10-5

### **273b Chinese Buddhism and Buddhist Art**

Same as Religion 273b.

### **[274b Japanese Buddhism and Japanese Art**

Same as Religion 274b.]

### **283b The Motion Picture as Art Form**

An analysis of motion picture masterpieces from the era of D. W. Griffith to the present, considered from an art-historical point of view. Style, aesthetic effects, and the technical means used to achieve them, as well as the social-historical context of each film emphasized. Special attention to the

importance of the motion picture as a twentieth-century art form. (E)

*Barbara Kellum*

M 12:50-2:10, viewing hours M 7:30-9:30

### **290b Colloquium: Architectural Studies**

Topic for 1984-85: Palladio. Enrollment limited; admission by permission of the instructor.

*John Pinto*  
Th 3:10-5

### **301, 301a, 301b Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.

### **303b Problems in the History of Art**

Required of senior honors students; open to other students by permission of the instructor.

*Robert Harris*  
T 2:10-4

### **[307b Colloquium on Michelangelo]**

## **Seminars**

### **310b Studies in Greek Art**

*Caroline Houser*  
W 2:10-4

### **[315a Studies in Roman Art**

*Barbara Kellum*]

### **321a Studies in Early Medieval Art**

*Robert Harris*  
Th 7:30-9:30

### **331b Studies in Northern European Art**

Topic for 1984-85: Jan van Eyck.  
*Charles Talbot*  
Th 3:10-5

### **333b Studies in Italian Renaissance Art**

*James Holderbaum*  
M 2:10-4



**[342b Problems in Seventeenth-Century Art]**

**[348a English Art, Architecture, and Design in the Nineteenth Century]**  
Emphasis on the relationships between literature, social theory, and the arts. To be offered 1985-86.  
*Helen Searing*

**[351b Studies in Nineteenth-Century European Art]**  
*Jaroslav Lesbko*

**352a Colloquium: Art and Society**  
Topic for 1984-85: Aftermath of Revolution—Caravaggio and His Influences.  
*Craig Felton*  
T 2:10-4

**[354a Studies in American Art]**  
To be offered in 1985-86.]

**[356a Studies in Twentieth-Century Art]**  
*Jaroslav Lesbko*

**[357b Introduction to Museum Problems]**  
Admission by permission of the instructor.  
*Charles Chetbam*

**359a Studies in Modern Architecture**  
Topic for 1984-85: Modernism.  
*Helen Searing*  
W 2:10-4

**[361a Studies in Graphic Art]**  
Concentration on prints of the nineteenth and twentieth centuries in the Smith Museum.  
*Charles Talbot*

**[370b Hindu Religious Traditions]**  
Same as Religion 370b.]

**375b Studies in Oriental Art**  
Topic for 1984-85: Tibetan Painting.  
*Marylin Rbie*  
F 2:10-4

## Graduate

For information about graduate work in art application should be made to the chair of the department.

Adviser:

### 400 Research and Thesis

**401, 401a, 401b Advanced Studies**  
401a or 401b may be taken for double credit.

## B. Studio Courses

A fee for basic class materials is charged in 161a, 161b, 171a, 262b, 265b, 266a, 266b, 267b, 268b, 271a, 272a, 273a, 275b, 276b, 282a, 282b, 305a, 362a, 362b, 369b, 372b, 374b, 382b. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses

It is recommended that studio art majors fulfill the Art 100 requirement in the freshman or sophomore year.

## Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 25 per section. Two 100-level courses will be considered prerequisites for most offerings at the 200 and 300 levels. However, the second 100-level course may be taken during the same semester as an intermediate-level course with the permission of the instructor

**161a, 161b Design Workshop I**  
An introduction to visual experience through a study of the basic principles of design.

*Nicholas von Bujdoss, Director*

Nine studio hours of which six must be M T  
9:20-12:10; M T 1:10-4; Th F 9:20-12:10

**163a, 163b Drawing I**

An introduction to visual experience  
through a study of the basic elements of  
drawing.

*Nicholas von Bujdoss, Director*

Nine studio hours of which six must be M T  
9:20-12:10; M T 1:10-4; Th F 9:20-12:10

**171b Introduction to the Materials of Art**

An introduction to materials used in the  
various arts. For students not intending to  
major in studio art. Limited to 25.

*Elliot Offner*

M T 9:20-12:10

**Intermediate Courses**

Unless stated otherwise, the prerequisite  
for intermediate courses is two introduc-  
tory courses.

**262b Design Workshop II**

Problems in two- and three-dimensional  
design, emphasizing structural awareness,  
techniques of fabrication, and the use of  
materials in the organization of space. Pre-  
requisite: 161a or b, or permission of the  
instructor.

*Lee Burns*

M T 1:10-4

**264a Drawing II**

Advanced problems in drawing, including  
study of the human figure. Prerequisite:  
163a or b, or permission of the instructor.  
Enrollment limited to 15.

*Nicholas von Bujdoss*

Nine studio hours of which six must be  
Th F 9:20-12:10

[264b A repetition of 264a. Enrollment  
limited to 15.]

**[265b Color**

Studio projects in visual organization stress-  
ing the understanding and application of  
color principles, using the various color  
media, such as acrylic paint, colored paper,  
and light. Prerequisite: 161a or b, 163a or b,  
or permission of the instructor. Offered in  
alternate years.

*Nicholas von Bujdoss]***266a Painting I**

Various spatial and pictorial concepts are  
investigated through the oil medium. Pre-  
requisites: 161a or b and 163a or b,  
or permission of the instructor.

*Nicholas von Bujdoss*

Th F 1:10-4

**266b A repetition of 266a***Nicholas von Bujdoss*

Th F 1:10-4

**[267b Watercolor Painting**

Specific characteristics of watercolor as a  
painting medium are explored, with special  
attention given to the unique qualities that  
isolate it from other painting materials. Pre-  
requisites: 161a or b, 163a or b, and 266a  
or b, or permission of the instructor.

*Susan Heideman]***268a Serigraphy**

Experiments in line, color, and form, using  
the graphic medium of silkscreen. Prereq-  
uisites: 161a or b, or 163 a or b. Admission  
by permission of the instructor. Enrollment  
limited to 15.

*Dwight Pogue*

Th F 9:20-12:10

**271a Graphic Arts**

Methods of printmaking, with emphasis on  
lithographic techniques. Prerequisites: 161a  
or b, or 163a or b, and permission of the  
instructor. Enrollment limited to 15.

*Fred Wessel*

M T 1:10-4

**[272a Intaglio Techniques**

An introduction to intaglio techniques, particularly collagraph, drypoint, etching, and engraving. Prerequisites: 161a or b, or 163a or b, and permission of the instructor.

Enrollment limited to 15.

*Gary Niswonger]*

**273a Sculpture I**

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor.

*Lee Burns*

Nine studio hours of which six must be  
M T 9:20-12:10

**275a An Introduction to Printing**

Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor.

*Elliot Offner*

M T 1:10-4

**276a Calligraphy**

The art of writing and constructing letters and the use of calligraphy and lettering in design.

*Elliot Offner*

M T 9:20-12:10

**280 Introduction to Architecture, City Planning, and Landscape**

Preliminary instruction in drafting, perspective, and lettering, followed by planning and design problems. Prerequisite: 100.

*Richard Joslin*

Th F 9:20-12:10

**282a Photography I**

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Admission by permission of the instructor. Chester Michalik, Director.

*Stephen Petegorsky*, M T 1:10-4

*Chester Michalik*, Th F 1:10-4

Nine studio hours of which six must be  
M T 1:10-4, or Th F 1:10-4

**282b A repetition of 282a**

*Chester Michalik*

Nine studio hours of which six must be  
Th F 9:20-12:10, or Th F 1:10-4

**Advanced Courses**

Unless stated otherwise, the prerequisite for advanced courses is one intermediate course.

**301, 301a, 301b Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.

**[305a The Teaching of Art**

Same as Education 305a.]

**340a Seminar in Visual Studies: Emphasis Lithography**

The drawing and developing of lithographic images to be printed from stones or plates. May be taken in conjunction with 275a. Prerequisites: 163, 372, or permission of the instructor. Enrollment limited to 10. To be offered once only.

*Fred Wessel*

M T 9:20-12:10

**362a, 362b Painting II**

Advanced problems in painting, encompassing varied subject matter, spatial structures, and media. Prerequisites: 266a or b, and permission of the instructor.

*Susan Leites*

362a: Th F 9:20-12:10; 362b: Th F 1:10-4

**369b Photo-Screen Printing**

Advanced study in serigraphy combined with photographic processes. Prerequisites at least one of the following: 271a, 272a, 275b, 282a or b, and 268b. Admission by permission of the instructor. Enrollment limited to 15.

*Dwight Pogue*

Th F 9:20-12:10



**372b Graphic Arts II**

Advanced study in printmaking, with emphasis on etching or lithography. Emphasis alternates yearly. Topic for 1984-85: Lithography. Prerequisites: 271a or 272a, and permission of the instructor. Enrollment limited to 15.

*Dwight Pogue*

Th F 1:10-4

**374b Sculpture II**

Advanced problems in sculpture using bronze casting, welding, and various media. Prerequisites: 273a and permission of the instructor.

*Lee Burns*

Nine studio hours of which six must be M T 9:20-12:10

**376b Printing and Graphic Art**

Design and printing of broadsides and books. Instruction given in typography and woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15.

*Elliot Offner*

M T 1:10-4

**381 Architecture**

Further problems in planning and design, together with instruction in elementary construction. Prerequisite: 280 or permission of the instructor.

*Richard Joslin*

Th F 9:20-11:10

**382b Photography II**

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b, and permission of the instructor.

*Stephen Petegorsky*

M T 9:20-12:10

**[383 Problems in Landscape Design I**

Prerequisite: 280.]

**Graduate****460a, 460b Studies in Design, Drawing, Painting, Photography, Graphic Arts, or Sculpture**

*Members of the department*

**481 Architecture****483 Landscape Architecture****The Major**

**Advisers:** Lee Burns, Robert Harris, Susan Heideman, James Holderbaum, Caroline Houser, Barbara Kellum, Jaroslaw Leshko, Chester Michalik, Gary Niswonger, Elliot Offner, John Pinto, Dwight Pogue, Helen Searing, Charles Talbot, Nicholas von Bujdoss.

**Adviser for Study Abroad:** James Holderbaum.

Based on 100, or 100 and 161a or b and 163a or b. Majors are advised that there is one art major, whether Plan A, B, or C, and at least 16 courses must be taken outside the Art Department.

**Plan A**

Basis: 100.

Requirements: 100 and one course in Section B and seven semester courses in Section A, including three from three of the six areas Alpha through Zeta. Students are required to take at least one seminar in the history of art and to write at least one research paper, which will ordinarily be one written for a seminar (not a term paper for a 200-level course), or which may be an honors or special studies project.

**Areas Alpha-Zeta**

Alpha—Ancient: [204b]; 205b; [210a]; 211b; [212a]; [214a]; 215a; [216b]; 310b; [315a].  
Beta—Medieval: 221a; 222b; [224b]; 321a.



**Gamma**—Renaissance: 231a; [232b]; 233a; [235a]; [307b]; 331b; 333b.

**Delta**—Baroque and Rococo: 206b; 241b; 242b; [244a]; 246a; 253a; [342b].

**Epsilon**—The past 200 years: [250a]; [251a]; [252a]; 254b; [255a]; 256b; 257b; 258b; 259a; [348a]; [351b]; 352a; 354a; [356a]; 359a; [361a].

**Zeta**—Oriental or African: [207b]; 208a; [213a]; 375b.

## Plan B

**Basis:** 100, 161a or b, and 163a or b.

**Requirements:** the basis, plus six semester courses in studio art, and two semester courses in history of art from two of the six areas Alpha through Zeta.

**Majors** are strongly urged to take at least one seminar. With the approval of the adviser, two semester courses in closely related subjects offered by other departments may be counted as credit toward the major.

## Plan C

**Basis:** 100, 280, and 161 (or its equivalent).

**Requirements:** two additional semester courses in three-dimensional design and architectural drafting (e.g., 381, 383, 262b, and/or their equivalents in other Valley institutions) and four semester courses from Plan A (those that cover architectural and urbanistic monuments: thus 202, 205, 215, 234, 244, 255, 257, 258, 290, 359), and/or their equivalents in other Valley institutions, of which three should be courses from three of the six areas Alpha through Zeta. Students are required to take at least one seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an honors or special studies project.

## The Minor

### Plan A

**Advisers:** Helen Searing, John Pinto

**Architecture and Urbanism.** Seeks to draw together the department's offerings in architectural history into a cohesive unit. ART 100 is recommended. The requirements are:

ART 202b History of City Planning and Landscape Design

ART 205 Great Cities (topic differs each time it is offered)

Choose four courses from the following

ART 215 Ancient Cities and Sanctuaries

ART 234 Renaissance Architecture

[ART 244a Baroque Architecture]

[ART 255a Architecture of the Nineteenth Century]

[ART 257b American Architecture and Urbanism]

ART 258b Architecture of the Twentieth Century

ART 290b Colloquium: Architectural Studies

ART 359a Seminar: Studies in Modern Architecture

### Plan B

**Advisers:** Members of the Art History faculty.

**Art History:** Designed for those who wish to focus some of their attention on art history but who do not choose to major in the history of art. The requirements are: (1) ART 100; (2) any three courses in Art History at the 200 level; and (3) any one course in Art History at the 300 level.

With this skeletal structure, the student may construct a minor as specific or comprehensive as she desires, with advising.

**Plan C**

**Advisers:** Gary Niswonger, Dwight Pogue, Ruth Mortimer, Elliot Offner.

Graphic Arts: seeks to draw together the department's offerings in graphic arts studio and history into a cohesive unit. Drawing I is recommended. The requirements are: (1) ART 264a [246b] Drawing II (basis); (2) [ART 260b History of Graphic Arts] or ART 261a Composition of Books; and (3) any four from: ART 268, 271, [272], 275, 369, 372, 376, of which one should be at the 300 level or a continuation of one medium.

**Plan D**

**Advisers:** Elliot Offner, Nicholas von Bujdoss.

Studio Art: designed for those who wish to focus some of their attention on studio art but who do not choose to major in studio. The requirements are: (1) ART 161 and 163 (basis); (2) Any three courses in Studio Art at the 200 level; and (3) any one course in Studio Art at the 300 level.

**Honors**

**Director:** Robert Harris.

Basis: 100.

**501a Thesis.**

Requirements: eight semester courses, including 303b taken during the second semester of the senior year. In addition, the candidate will write a thesis (501a) during the first semester of that year, equivalent to one semester course.

Two examinations: a general examination on the history of art and one testing the candidate's ability to analyze and to interpret original works of art.

## Astronomy

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### Associate Professor

Richard E. White, Ph.D.

### Assistant Professor

Suzan Edwards, Ph.D.

### Teaching Associate

Krystyna Helena Jaworowska

### Five College Lecturers

Thomas Travis Arny, Ph.D. (Associate Professor, University of Massachusetts)  
 Tom R. Dennis, Ph.D. (Associate Professor, Mount Holyoke College)  
 William A. Dent, Ph.D. (Professor, University of Massachusetts)

†Paul F. Goldsmith, Ph.D. (Associate Professor, University of Massachusetts)  
 Courtney P. Gordon, Ph.D. (Associate Professor, Hampshire College)

\*Kurtiss J. Gordon, Ph.D. (Associate Professor, Hampshire College)

\*George S. Greenstein, Ph.D. (Associate Professor, Amherst College)

†Edward Robert Harrison, F. Inst. P. (Professor, University of Massachusetts)  
 William Michael Irvine, Ph.D. (Professor, University of Massachusetts)

John Kwan, Ph.D. (Associate Professor, University of Massachusetts)

\*F. Peter Schloerb, Ph.D. (Assistant Professor, University of Massachusetts)

Ronald L. Snell, Ph.D. (Assistant Professor, University of Massachusetts)

Stephen E. Strom, Ph.D. (Professor, Chair, University of Massachusetts)

Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)

David J. Van Blerkom, Ph.D. (Associate Professor, University of Massachusetts)

Judith S. Young, Ph.D. (Assistant Professor, University of Massachusetts)

Students who are planning a major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete Physics 115a and b and the mathematics sequence up to Calculus II (122a or b) at their first opportunity.

The Astronomy Department is a Five College Department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall, the Whately Observatory of Smith College with a 16" Cassegrain Reflector, the Five College Radio Observatory in the Quabbin

Reservoir region, the Amherst Observatory with an 18" refractor, and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the Five Colleges, courses designated FC may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College Astronomy office (545-2194) to learn the time of the first class meeting.

### 100a A Survey of the Universe

An overview of ancient and modern understanding of the cosmos, including an introduction to celestial motions and an exploration of current ideas concerning the origin, structure, and evolution of the Earth, moons and planets, comets and

asteroids, the sun and other stars, star clusters, galaxies, clusters of galaxies, and the universe as a whole. This course is designed for non-science majors. There are occasional evening laboratories, for demonstration of the Amherst College planetarium, constellation identification, and optical observing with the telescopes of the Five College Astronomy Department.

*Suzan Edwards*

W Th 9:20, F 9:20-11:10; plus occasional evening observing sessions

#### [100b A Survey of the Universe

Repetition of 100a.

*Richard White*

W Th 9:20, F 9:20-11:10; plus occasional evening observing sessions.]

#### 113a FC13a The Solar System

An introduction to civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than 100 and intended for students who desire a deeper though still nontechnical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the Earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres, and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the Earth and other planets.

*Judith Young*

M W 2:30-3:45 at UMass

#### 115b Introduction to Astronomy

A comprehensive introduction to the study of classical and modern astronomy, covering: planets—their origin, orbits, interiors, surfaces, and atmospheres; their structure and evolution; and the universe—its origin, overall structure, and final destiny. This introductory course is designed for students who are comfortable with pre-calculus mathematics, including science majors. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the

Five College Astronomy Department. Prerequisite: Mathematics 120a or the equivalent.

*Richard White*

M 11:20, T 10:20-12:10, W 10:20, lab. M 7

#### 210a FC12a Special Topics in Astronomy

Recent developments in astronomy will be examined in a seminar format. Topics include formation of the solar system, planetary rings, stellar activity, binary stars, cataclysmic variables, and extraterrestrial life. Prerequisite: 100 or 101 or 110 or 115.

*Suzan Edwards*

M 9:20-11:10, T 9:20

#### 219a FC19a Planetary Science

An introductory course in planetary science for physical science majors with an interest in the solar system. Survey of current knowledge of: the interiors, surface features and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres of the terrestrial and Jovian planets; asteroids; comets; planetary rings; and the origin of the solar system. Emphasis on the results of recent spacecraft missions to Venus, Jupiter, and Saturn. Two meetings per week. Prerequisites: one semester of calculus and one semester of a physical science; familiarity with physics is essential.

*William Dent*

T Th 2:30-3:45 at UMass

#### 220b FC20b Cosmology

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology, and its future as a science. Prerequisites: Mathematics 121a or b and one physical science course.

*George Greenstein*

M W 2:30-3:45 at Mount Holyoke College



**221a FC21a Stars and Stellar Evolution**

For students interested in a quantitative introductory course. Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars, and black holes. Prerequisites: Mathematics 121a or b, and Physics 115a, which may be taken concurrently.

*Thomas Arny*

T Th 2:30-3:45 at Amherst College

*Tom Dennis*

Evening labs. at Mount Holyoke College, to meet on an unscheduled basis

**222b FC22b Galactic and Extragalactic Astronomy**

For students interested in a quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Prerequisites: Mathematics 121a or b, Physics 115a, and Computer Science 115a or b.

*Suzan Edwards*

T Th 2:30-3:45 at Smith College, and computer labs.

**234b FC34b History of Astronomy**

Lectures, readings, and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth and nineteenth centuries.

Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Non-technical, with emphasis on history and cosmology.

*Richard White*

T Th 2:30-3:45 at Smith College

**301a, 301b Special Studies**

Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology.

**337a FC37a Observational Optical Astronomy**

An introduction to the techniques of gathering and analyzing astronomical data. The optics of telescopes and spectrographs. Error analysis. Astrometry, photometry, spectroscopy, and their use to determine the positions, motions, brightnesses, temperatures, radii, masses, and chemical compositions of stars. Prerequisites: Mathematics 122a or b, Physics 115a or b, and Astronomy 221a and 222b (students unable to complete 221a and 222b may make special arrangements to complete the laboratory prerequisites).

*Richard White*

M W 2:30-3:45 at Smith College, plus an evening lab. to be arranged

**338b FC38b Observational Radio Astronomy**

Equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature, and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; non-thermal sources. Applica-

tions to the sun, interstellar clouds, and extragalactic objects. Prerequisite: Physics 115a or b or permission of the instructor.  
*Ronald Snell*  
 T Th 2:30-3:45 at UMass Graduate Research Center

### 343a FC43a Astrophysics I: Stellar Structure

Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. Physics of stellar and galactic structure. Prerequisites: Physics 214b and 220a, or permission of the instructor.

*John Kwan*

M F 1:25-2:45 at UMass Graduate Research Center

### 344b FC44b Astrophysics II: Cosmic Electrodynamics and Hydrodynamics

An introduction to a broad range of general astrophysical principles and techniques, such as the processes of continuum and line emission. The calculation of radiation transfer and the treatment of hydrodynamics and shocks. Physical understanding of concepts, rather than mathematical vigor. Immediate application of techniques learned to diverse astronomical phenomena. Prerequisite: 343a or permission of the instructor.

*John Kwan*

M F 1:25-2:45 at UMass

## Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640 Galactic and Extragalactic Astronomy

UMass 700 Independent Study  
 UMass 717 Plasma Astrophysics  
 UMass 730 Radio Astrophysics  
 UMass 731 Radio Astronomy  
 UMass 732 Numerical Techniques in Experimental Physics and Astronomy  
 UMass 741 The Interstellar Medium  
 UMass 746 Solar System Physics  
 UMass 748 Cosmology and General Relativity  
 UMass 843 Stellar Atmospheres

## The Major

**Advisers:** Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics, and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The Astronomy major, therefore, is designed to provide a program that will prepare a student to pursue a career in astronomy or related scientific field. Those planning to become professional astronomers are urged to consider a double major with physics. Especially well-prepared students may enroll in graduate astronomy courses.

**Basis:** 221a and 222b.

**Requirements:** 12 semester courses, including the basis, Physics 115a and b, three mathematics courses selected from 200b, 201a or b, 202a or b, 205a, and 222a, and two astronomy courses at the 300 level. The remaining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. A one- or two-semester special studies or honors project in the senior year may be taken for an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

## The Minor

**Advisers:** Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy, or education, for students who wish to apply their astronomical background in a broader context, such as history of science,

scientific writing or editing, or science education.

**Basis:** 115b or 221a or 222b.

**Requirements:** Six semester courses, including the basis, Physics 115a and b, and three further intermediate or advanced astronomy courses, including 221a or 222b.

## Honors

**Directors:** Suzan Edwards, Richard White.

**Prerequisites:** 221a and 222b.

**501 Thesis.**

## Interdepartmental Major in Biochemistry

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### Advisers

Stylianos Scordilis, Associate Professor of Biological Sciences

Jeanne Powell, Professor of Biological Sciences

Kenneth Hellman, Professor of Chemistry, Director

Mary Dygert, Assistant Professor of Chemistry

Requirements: Biological Sciences 101a or b, 102a or b, 103a or b, 230a or 215a, and either 302a, 323a, 330b, or [333b]; Chemistry 101a and b, or 102a and b, 222a and b, 235a or 231a and b, and 352b. Mathematics 122a or b, or its equivalent, is a prerequisite for Chemistry 231a and 235a.

Recommended courses: students planning further study in biochemistry are advised to include Physics 115a and b, Chemistry 231a and b, and additional courses in mathematics.

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as Biological Sciences 103a or b and Chemistry 222a and b before the junior year.

### Honors

**Director:** Stylianos Scordilis.

#### 501 Thesis.

Requirements: same as for the major, and a research project (BCH 501) equivalent to one course each semester of the senior year.

An examination in biochemistry and an oral presentation of the honors thesis.



## Biological Sciences

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### Professors

\*B. Elizabeth Horner, Ph.D.  
 Carl John Burk, Ph.D., Chair  
 David Andrew Haskell, Ph.D.  
 Elizabeth Ann Tyrrell, Ph.D.  
 Jeanne A. Powell, Ph.D.  
 \*Stephen G. Tilley, Ph.D.  
 Philip D. Reid, Ph.D.  
 Robert B. Merritt, Ph.D.

### Associate Professors

Margaret Anderson Olivo, Ph.D.  
 Richard Francis Olivo, Ph.D.  
 \*Richard T. Briggs, Ph.D.  
 \*Stylianios P. Scordilis, Ph.D.

### Assistant Professors

A. Faye Schrater, Ph.D.  
 Steven A. Williams, Ph.D.

### Lecturers

Richard H. Munson, Ph.D.  
 Mary Helen Laprade, Ph.D.  
 Martha Spiegelman, Ph.D.

### Laboratory Teaching Associate

Graham R. Kent, M.A.

### Teaching Assistant

Margaret Marshall, B.A.

### Teaching Fellows

Susan M. DeSimone, B.A.  
 Theresa M. Penna, B.A.

Students having Advanced Placement scores of 4 or 5 will be granted one course credit towards the completion of the major in Biological Sciences. AP credit or equivalent preparation may be used to obtain exemption from BIO 101, 102, or 103 with permission of the instructor. AP credit can be used as one credit towards one of the electives. It cannot be used to substitute for distribution courses or 300-level courses.

The following six courses are designed primarily for students outside the biological sciences. They have no college biology course prerequisites, and except for the second semester of 210, they do not count toward the requirements for the major in biological sciences.

### 122b Microbiology

A study of microorganisms, illustrating the benefits and hazards of microbial activities as they affect human beings and the environment. A course in high-school biology is strongly recommended.

*Elizabeth Tyrrell*

Lec. M 9:20-11:10, T 9:20

### 150a Human Biology

A study of the systems of the human body, their functions, development, and genetics, as they relate to health, disease, and human society. Offered in alternate years.

*Jeanne Powell*

M 11:20, T 10:20-12:10, W 10:20; lab. every other Monday 1:10-4

### 151b The Mechanisms of Brains and Computers

An introduction for the nonscientist to information processing by brains and by computers. The detection of color and pattern serves as a unifying example to examine basic aspects of brain function, mechanisms of vision in people and animals, nonmathematical aspects of how computers work, and the production and detection of images by computers. The course should be of particular appeal to students in the visual arts. Three hours of lectures and demonstrations.

*Richard Olivo*

M 2:10-3, T 2:10-4

**210 Horticulture**

Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Second semester may be counted within the departmental major.

*Richard Munson*

Lec. M T 1:10; lab. M T 8:20-10:10 or  
M T 2:10-4

**214b Plants and Human Welfare**

Use of plants for food and fibre with an emphasis on modern agricultural practices.

*Philip Reid*

Lec. W Th F 11:20

**241a Conservation of Natural Resources**

Basic ecological principles and their application to the conservation for human society of soil, water, vegetation, and wildlife. One previous semester of college science strongly recommended. One fall field trip.

*John Burk*

Lec. Th 7:30-9:30

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Biological Sciences 101a or b (or 100a or b) is a prerequisite for all other courses. Many courses have additional prerequisites, which in some cases include a year of college chemistry.

**101a, 101b Life, Unity and Diversity, Stability and Change**

An introduction to organismal, evolutionary, and environmental biology designed to acquaint prospective majors and non-majors with the principal features of living systems from the cellular to community levels, the major patterns of organismal diversity, and the mechanisms by which these patterns are generated and maintained. Topics include the organization and function of cells and organisms, basic molecular and population genetics, basic evolutionary theory, surveys of animal and plant diversity, and principles of population and community ecology.

*Philip Reid*

Lec. W 3:10, Th F 8-9:10, and one hour of dis. to be arranged

**102a, 102b Genetics and Evolutionary Mechanisms**

Introduction to classical, molecular, and evolutionary genetics. Topics include the chromosome theory, genetic mapping, DNA structure and function, gene regulation, quantitative inheritance, genetic coadaptation, and inbreeding.

*Robert Merritt, Steven Williams*

Lec. M 9:20-11:10, T 9:20, W 3:10; lab. M, T or Th 1:10-4

**103a, 103b Cell and Molecular Biology**

The structural and molecular bases of cellular functions. The cell as the fundamental unit of life, including: functions of the organelle, energetics; regulatory, physiological, and differentiation mechanisms; as well as some explication of the relationship of cellular function to higher levels of organization. Prerequisites: 102a or b, and Chemistry 101a and b or 102a and b.

*103a: Stylianos Scordilis; 103b: Jeanne Powell*

Lec. M T W 8-9:10; lab. M T or W 1:10-4 or M or W 7-10 p.m.

**203b Plant Biology**

Plant structure and function at the cellular and organismal levels; phylogenetic survey of the plant kingdom; plants and civilization.

*David Haskell*

Lec. W Th 9:20, F 9:20-11:10; lab. M or T 1:10-4

**204a Vertebrate Zoology**

Evolution of form and function in vertebrates. Enrollment limited to 64.

*Elizabeth Horner*

Lec. W Th F 9:20; lab. Th F 10:20-12:10 or Th F 1:10-3

**204b A repetition of 204a**

Enrollment limited to 64.

*Mary Laprade*

Lec. W Th F 9:20; lab. Th F 10:20-12:10 or Th F 1:10-3

### 205a Invertebrate Zoology

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function, and development are considered. Major groups studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, cnidarians, and echinoderms. Parasitism is considered as a biologically important symbiotic relationship. An optional all-day field trip will be scheduled.

*Mary Laprade*

Lec. W Th F 9:20; lab. Th F 10:20-12:10 or Th F 1:10-3

### 213b Plant Systematics

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes, principles of classification, and identification of local flora. Fieldwork.

*John Burk*

Lec. Th 3:10-5; lab. F 1:10-4

### 215a Plant Physiology

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Prerequisites: 103a or b or 201a or b or 203b.

*Philip Reid*

Lec. T 10:20-12:10, W 10:20; lab. M 1:10-4

### 220a General Bacteriology

Distribution, classification, and general morphology of bacteria, followed by an introduction to bacterial physiology and methods of controlling bacterial growth. Prerequisites: 103a or b or 100a or b, and Chemistry 101a and b, or 102a and b, or the equivalent.

*Elizabeth Tyrrell*

Lec. Th 1:10-3, F 1:10; lab. W 1:10-3, F 2:10-4

### 230a Animal Physiology

The strategies and mechanisms evolved by animals for dealing with movement, neural and hormonal control, circulation, respira-

tion, fluid regulation, excretion, and digestion. Prerequisites: 103a or b or 100a or b, and Chemistry 101a and b, or 102a and b. *Margaret Olivo, Richard Briggs*  
Lec. W F 11:20, Th 10:20-12:10; lab. Th or F 1:10-4

### 240a Principles of Ecology

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Three hours of laboratory or fieldwork, with an optional all-day field trip.

*Stephen Tilley*

Lec. M 9:20-11:10, T 9:20; lab. M or T 1:10-4

### 242a Plant Ecology

A study of plant communities and the relationship between plants and their environment, with emphasis on fieldwork and review of current literature.

*John Burk*

Lec. Th 3:10-5; lab. F 1:10-4

### [243b Evolution and Systematics

The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation, and macroevolutionary patterns. Prerequisite: 102a or b or 100a or b. To be offered in 1985-86.]

### 300b Neurophysiology

The physiology of nervous systems, with an emphasis on cellular aspects. Topics include: sensory receptors, visual processing, ionic basis of nerve cell potentials, synapses, neural networks. Prerequisites: 103a or b or 201a or b or 230a, or Psychology 211a and a year of chemistry.

*Richard Olivo*

Lec. W F 11:20, Th 10:20-12:10; lab. F 1:10-4

### 301a Histology

A study of animal tissues, including their composition, origin, differentiation, micro-



scopic anatomy, function, and arrangement in organs. Prerequisite: 103a or b or 201a or b.

*Richard Briggs*

Lec. M 9:20-11:10, T 9:20; lab. M 1:10-4, W 3:10

### 302a Molecular Biology

The basis of molecular structure and function, with particular emphasis on protein biochemistry and related techniques of physical biochemistry. Prerequisites: 103a or b or 201a or b, and Chemistry 222a and b, and permission of the instructor.

*Stylianios Scordilis*

Dis. W 7:30-9:30; lab. Th 1:10-5

### [303b Introduction to Biological Fine Structure

An introduction to the basic theory of electron microscopy, discussion of recent advances in the fine structure of biological materials, and practice in the basic techniques of transmission and scanning electron microscopy. Admission by permission of the instructor. Prerequisites: 103a or b or 201a or b, and 301a or 315b. To be offered in 1985-86.

*Richard Briggs*]

### 306a Embryology

A study of gametes, fertilization, cleavage, gastrulation, and the early development of organ systems in amphibians, birds, and mammals. Prerequisite: 204a or b or permission of the instructor.

*Jeanne Powell*

Lec. M T 8-9:10, W 8:20; lab. T 1:10-5

### 314a Morphology of the Nonvascular Plants

Studies in the structure, reproduction, phylogeny, classification, and significance of algae, liverworts, and mosses. Prerequisite: 203b or permission of the instructor.

*David Haskell*

W F 11:20, Th 10:20-12:10, and one hour to be arranged

### 315b Morphology of the Vascular Plants

Studies in the structure, reproduction, phylogeny, classification, and significance of ancient and modern vascular plants including the ferns, fern allies, gymnosperms, and angiosperms. Prerequisite: 203b or permission of the instructor.

*David Haskell*

W F 11:20, Th 10:20-12:10, and one hour to be arranged

### 322b Principles of Virology

Introduction to current concepts of virus multiplication and effects on host cells, techniques of virus propagation, and methods of titration and neutralization. Prerequisites: 220a and Chemistry 222a and b. Recommended: 103a or b or 201a or b.

*Elizabeth Tyrrell*

Lec. M T 12:50-2; lab. T 2:10-5 and one hour on W or Th

### 323a Molecular Genetics

The molecular basis of gene transmission and expression; the organization of genes and their regulation; uses of molecular cloning in genetic analysis. The laboratory uses the techniques of microbial genetics. Prerequisites: 103a or b or 201a or b and 202a or b, and Chemistry 222a and b. Recommended: 220a.

*Steven Williams*

Lec. W Th 9:20, F 9:20-11:10; lab. T 1:10-5

### 327a Immunology

An introduction to the immune system; molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include transplantation, allergy, and immunopathology. Prerequisites: 103a or b or 201a or b. Recommended: 220a.

*Faye Schrater*

Lec. W Th 9:20, F 9:20-11:10; lab. T 1:10-5

### 330b Developmental Biology

A study of the experimental evidence for interacting systems in fertilization and in the differentiation of tissues and organs, with special emphasis on the cellular and molecular mechanisms in development of organisms at a variety of levels of organiza-



tion. Prerequisite: 103a or b or 201a or b, and Chemistry 222a and b.

*Jeanne Powell*

Lec. M 10:20, T 10:20-12:10, W 10:20; lab. T 1:10-5

### [333b Biochemical Physiology

A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Prerequisites: 103a or b or 201a or b, and 230a or 215a, and Chemistry 222a and b. To be offered in 1985-86.

*Stylianos Scordilis*]

### 341a Biology of Populations

An analysis of genetic, evolutionary, and ecological phenomena at the population level. Laboratories treat introductory biological statistics, genetics and demography of natural populations, and computer simulation. Prerequisite: 102a or b or 202a or b or 243b. Recommended: 240a and at least one course in mathematics. Offered in alternate years.

*Stephen Tilley*

Lec. W Th F 9:20, F 10:20 at the option of the instructor; lab. Th 1:10-4

### [344b Biogeography

Study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. Offered in alternate years.

*John Burk, Elizabeth Horner*]

### 345b Animal Behavior

Study of vertebrate and invertebrate behavior; orientation, navigation, and migration; activity rhythms; social behavior, with emphasis on problems of communication, ethograms; learned and unlearned behavior as related to ecology and evolution. Prerequisites: three semester courses in zoology and environmental biology, and permission of the instructor.

Lec. T 10:20-12:10; lab. Th 1:10-5

### 350a, 350b Special Studies

## Seminars

### 326b Topics in Microbiology

Recent developments in microbiology and immunology. Directed readings and group discussion. Prerequisite: 220a or 327a and permission of the instructor.

*Faye Schrater*

Th 7:30-10

### 337b Topics in Genetics

Presentation and discussion of current research. Topic for 1984-85: Recombinant DNA. Prerequisite: 102a or b or 202a or b or permission of the instructor.

*Steven Williams*

W 7:30-10

### 338a Topics in Cell Biology

Topic for 1984-85: Neuroendocrinology. Readings, written analyses, and discussion. Prerequisite: 103a or b or 201a or b.

*Margaret Olivo*

M 7:30-10

### [343b Selected Environmental Problems

Analysis and discussion of ecological factors related to current environmental problems and their solutions. Prerequisite: 240a or 242a or permission of the instructor. Public Policy 303b may substitute for 343b within the major. To be offered in 1986-87 (tentative).

*John Burk*]

## Graduate

Adviser: Elizabeth Tyrrell.

Courses will be available as needed and may be open to seniors by special permission if they have satisfactorily completed all the requirements for the major.

### 400, 400a, 400b Research and Thesis

### 404a, 404b Advanced Studies in Molecular Biology

*Members of the department*

**410a, 410b Advanced Studies in Botany***Members of the department***420a, 420b Advanced Studies in Microbiology***Members of the department***430a, 430b Advanced Studies in Zoology***Members of the department***[432a Advanced Vertebrate Anatomy**

Detailed comparative analysis of one or more organ systems, with emphasis on functional and evolutionary considerations. Admission by permission of the instructor. One hour of lecture and five or more hours of independent laboratory work.

*Elizabeth Horner]***440a, 440b Advanced Studies in Environmental Biology***Members of the department***450a, 450b Seminar on Recent Advances and Current Problems in the Biological Sciences**

Selected topics for reading and individual reports.

*Members of the department***The Major**

**Advisers:** Students should choose their advisers, according to their interests, from the following list:

Botany: David Haskell.

Cell and molecular biology: Richard Briggs, Margaret Olivo, Steven Williams.

Environmental and evolutionary biology:

Stephen Tilley, John Burk.

General biology: Mary Laprade.

Marine biology: John Burk.

Microbiology: Elizabeth Tyrrell.

Neurobiology: Richard Olivo.

Zoology: Mary Laprade.

**Adviser for Study Abroad:** John Burk.

Prospective majors should take Chemistry 101a or b or 102a or b, and Biological Sciences 101a or b during the freshman year.

Biological Sciences 102a or b and 103a or b should then be completed as soon as possible, preferably by the end of the sophomore year. Chemistry 222a and b and Physics 115a and b are strongly recommended for all majors.

Up to two semesters' credit in the major may be acquired from among the following: Chemistry 222 (one or both semesters), Chemistry 352b, Geology 231a, Psychology 103a or b, Psychology 311a or b. Special Studies or honors thesis must be taken above the requirements for the major.

There are currently two alternative sets of requirements for the major.

**New Requirements (for students beginning their study of biology in 1983-84 and thereafter)**

Basis: 101a or b, 102a or b, 103a or b, and Chemistry 101a and b or Chemistry 102a and b.

Distribution: one course in each of two of the following three areas. Majors are strongly encouraged to take an additional course in the third area as an elective.

A. Organismal biology. For example: 203b, 204a or b, 205a.

B. Evolutionary and environmental biology. For example: 213b, 240a, 242a, [243b].

C. Physiology. For example: 215a, 220a, 230a.

Advanced courses: two courses at the 300 level, at least one of which must be chosen from the department's offerings.

Additional courses: three electives. Altogether, 12 courses are required for the major.

**Old Requirements (for students who began their study of biology prior to 1983-84)**

Basis: Biological Sciences 100a or b and one year of introductory chemistry (Chemistry 101a and b, or 102a and b). Any alter-

natives require approval by the chair of the department.

**Requirements:** nine semester courses above the basis for the major. At least four of the courses must be chosen from the core group listed below, and should be taken as early as possible in the student's career. Some courses included in the core were previously listed under other numbers or have been restructured. Students should consult their advisers if uncertain whether a particular course is included in the core. A minimum of two courses must be at the 300 level, and at least one of these must be chosen from the department's offerings.

**Core group:** 203b; 204a or b or 205a; 102a or b; 103a or b; 220; 240a or 243b.

## The Minor

**Advisers:** the advisers listed as major advisers for specific areas of Biological Sciences will also serve as advisers for the minor.

The requirements for the minor in Biological Sciences comprise six semester departmental courses. These courses must include 101 and one 300-level course. No more than one course designed primarily for non-majors may be included in the six.

## Honors

**Director:** David Haskell.

**Basis:** the same as that for the major.

### 501 Thesis.

**Requirements:** the same as for the major, and one course in each semester of the

senior year involving an individual investigation culminating in a thesis. 501 may substitute for one 300-level course.

An examination and an oral presentation and defense of the thesis.

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## Neuroscience

See p. 233.

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## Pre-Medical and Pre-Health Professional Programs

**Advisers:** Richard Briggs (Biological Sciences), Lâle Burk (Chemistry), Margaret Olivo (Biological Sciences), Jeanne Powell (Biological Sciences), Elizabeth Tyrrell (Biological Sciences).

Students may prepare for medical school by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance to most medical schools. These requirements are: one year each of English, inorganic chemistry, organic chemistry, physics, and general biology. Other courses often recommended are vertebrate zoology, genetics, embryology, physical chemistry, and mathematics through calculus. Since medical schools differ in the details of their requirements, students should inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Students interested in other health-related professions should also consult one of the above advisers for assistance in planning their programs.



## Chemistry

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### Professors

Milton David Soffer, Ph.D.  
George Morrison Fleck, Ph.D., Chair  
Kenneth Paul Hellman, Ph.D.  
Thomas Hastings Lowry, Ph.D.

### Associate Professor

Charles Levin, Ph.D.

### Assistant Professors

Mary Katherine Dygert, Ph.D.

Robert G. Linck, Ph.D.  
Stuart Rosenfeld, Ph.D.

### Lecturer and Laboratory Supervisor

**\*\***Lâle Aka Burk, Ph.D.

### Lecturer

Dorothy Ellen Hamilton, B.S.

### Laboratory Instructor

Virginia White, M.A.

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry in the freshman year, and are advised to complete Mathematics 122a or b and Physics 115a and b as early as possible.

All intermediate courses require as prerequisite a year of General Chemistry or an Advanced Placement score of 4 or 5. Students who wish to elect Chemistry 101a or 102a, and who offer entrance units in chemistry, must take the departmental placement examination at the opening of the College before the beginning of classes.

#### 101a General Chemistry

A basic course dealing with atomic and molecular structure and concepts of equilibrium. Techniques of quantitative analysis are introduced in the laboratory.

*Kenneth Hellman, Virginia White*

Lec. W F 11:20, Th 10:20-12:10; lab. M T W or Th 1:10-4 or M 7-9:50

#### 101b General Chemistry

Application of principles of molecular structure and thermodynamics to acid-base and oxidation-reduction reactions of selected elements and their compounds and to properties of solids. Colorimetry, pH titrations, and other quantitative techniques

are included in the laboratory. Prerequisite: 101a.

*Kenneth Hellman, Virginia White*

Lec. W F 11:20, Th 10:20-12:10; lab. M T or Th 1:10-4 or M 7-9:50

#### 102a General Chemistry

For majors in physical science (including biochemistry) and others seeking a strong background in chemistry. Atomic structure, molecular structure and bonding, periodicity and chemical properties, chemical equilibria, and stoichiometry are among the topics covered. Prerequisites: strong secondary-school preparation in mathematics and laboratory science, including at least one entrance unit in chemistry; and Mathematics 121a or b or its equivalent (which may be taken concurrently).

*Robert Linck, Virginia White*

Lec. W F 11:20, Th 10:20-12:10; lab. M T or Th 1:10-4

#### 102b General Chemistry

A continuation of 102a, this course quantitatively covers thermodynamics, electrochemistry, and kinetics in the lecture and the laboratory. Coordination chemistry, nuclear chemistry, and fundamental inorganic chemistry are qualitatively introduced. Prerequisite: 102a.

*Robert Linck, Virginia White*

Lec. W F 11:20, Th 10:20-12:10; lab. M T or Th 1:10-4



**222a Organic Chemistry**

An introductory course in the theory and practice of organic chemistry. Organic nomenclature, structure, and spectroscopy, and the chemistry of saturated and unsaturated hydrocarbons, alkyl halides, and alcohols. Prerequisite: two semesters of General Chemistry.

*Stuart Rosenfeld, Dorothy Hamilton, Milton Soffer, Lâle Burk*

Lec. M 11:20, T 10:20-12:10, W 10:20; lab. M T W Th or F 1:10-4 or M 7-9:50 or Th 9:20-12:10

**222b A continuation of 222a**

The chemistry of ethers, the carbonyl group, amines, and aromatic substances. Prerequisite: 222a.

*Stuart Rosenfeld, Dorothy Hamilton, Milton Soffer*

Lec. M 11:20, T 10:20-12:10, W 10:20; lab. M T W Th or F 1:10-4 or Th 9:20-12:10

**231a Physical Chemistry**

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics, and kinetic-molecular theory. Prerequisites: two semesters of General Chemistry and Mathematics 122a or b. Mathematics 202a or b and Physics 115a and b are strongly recommended.

*Charles Levin*

Lec. M 11:20, T 10:20-12:10, W 10:20; lab. M or Th 1:10-4

**231b Physical Chemistry**

The macroscopic viewpoint: chemical kinetics and chemical thermodynamics with applications to gases, solutions, homogeneous and heterogeneous equilibria, and electrochemistry. Prerequisite: 231a.

*Charles Levin*

Lec. M 11:20, T 10:20-12:10, W 10:20; lab. Th or F 1:10-4

**235a Physical Chemistry of Biochemical Systems**

A one-semester course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and structures

of biopolymers. The laboratory focuses on experimental applications of physical chemical principles to systems of biochemical importance. Prerequisites: 222a and b and Mathematics 122a or b.

*Mary Dygert*

Lec. M 11:20, T 10:20-12:10, W 10:20; lab. T or F 1:10-4

**246b Analytical Chemistry**

A laboratory-oriented course in quantitative chemical analysis emphasizing the practice of volumetric and gravimetric experimental methods, and the theory of solution equilibria. Prerequisites: two semesters of General Chemistry, and Mathematics 122a or b.

*George Fleck*

Lec. M T 9:20; lab. W 1:10-4, Th 1:10-5

**301a, 301b Special Studies****305a Advanced Laboratory I**

Advanced techniques of experimentation in the synthesis and identification of organic and inorganic substances. Prerequisites: 222a and b.

*Milton Soffer, Dorothy Hamilton*

Lec. W 1:10-3; lab. T F 1:10-4

**305b Advanced Laboratory II**

A continuation of 305a with emphasis on characterizing the physical properties of the organic and inorganic substances synthesized. Prerequisite: 305a.

*Milton Soffer, Dorothy Hamilton*

Lec. W 1:10-3; lab. M T 1:10-4

**309a, 309b Discussions in Contemporary Chemistry**

A course focusing on current research in chemistry. Discussions will include novel experimental and theoretical techniques, and detailed examination of research results. Since topics will change each semester, this course may be taken as many as four times. For senior majors, and juniors with permission of the chair. One-half course credit.

*Members of the department*

W 7:30-9:30

**313a Advanced Inorganic Chemistry**

A study of current topics in inorganic chemistry. Prerequisites: 222a and b and 231a and b.

*Robert Linck*

M 9:20-11:10, T 9:20

**323b Organic Mechanisms**

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 222a and b; 231b may be taken concurrently.

*Charles Levin*

W Th 9:20, F 9:20-11:10

**352b Biochemistry**

The chemistry of biologically active substances. Prerequisites: 222a and b, 231a and b or 235a, and an introductory course in a biological science.

*Mary Dygert*

Lec. W F 11:20, Th 10:20-12:10; lab. M 1:10-4

**Graduate**

**Adviser:** Milton Soffer.

**400, 400a, 400b Research and Thesis**

**401a, 401b Special Studies**

**457a Selected Topics in Biochemistry**

A detailed treatment, from the chemical standpoint, of selected topics of current biochemical interest. Prerequisite: 352b.

*Kenneth Hellman, Mary Dygert*

**The Major**

**Advisers:** members of the department.

**Adviser for Study Abroad:** Låle Burk.

Required courses: 101a and b, or 102a and b; 222a and b; 231a and b; 246b; 305a and

b; 313a. Majors should if possible elect 231a and 305a concurrently; 231b and 305b concurrently. Mathematics 122a or b is a pre-requisite for 231a and 246b.

Students planning graduate study in chemistry are advised to include Physics 115a and b and Mathematics 202a or b, or 201a or b, in their programs of study.

**The Minor**

**Advisers:** members of the department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information.

In electing the two elective courses, the student may choose different emphases: A laboratory emphasis might include 246b and 305a, or 305a and 305b. A biochemical emphasis might include 235a and 352b. A theoretical emphasis might include 231a and 231b. An inorganic emphasis might include 231a and 313a.

Required courses: 101a and b, or 102a and b; 222a and b; and two additional semester courses in Chemistry. 301a,b may not normally be used to meet the requirements for the minor.

**Honors**

**Director:** Kenneth Hellman.

Required courses: the same as for the major.

**501 Thesis.**

An individual investigation pursued throughout the senior year.

An oral examination.

## Extrdepartmental Courses in Chinese Language and Literature

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Associate Professor

Henry Li-Hua Kung, B.A., Director

### 111 Modern Chinese (Elementary)

An introduction to Chinese sounds, to basic language patterns of spoken Chinese, and to the recognition of Chinese characters.

*Henry Kung*

T 2:10-4, Th 3:10-5 and two lab. hours to be arranged

### 212 Modern Chinese (Intermediate)

Conversational Chinese and reading of modern Chinese writings, additional sentence patterns and characters and their combinations. Prerequisite: 111.

*Henry Kung*

M 2:10-4, Th 2:10 and two lab. hours to be arranged

### [322 Modern Chinese (Advanced)]

Advanced study of grammatical structure of Chinese and readings in modern literary Chinese materials. Prerequisite: 212 or the equivalent. To be offered in 1985-86.]

### 333a Modern Chinese Literature: Short Stories

Selected readings in short stories since the New Literature Movement. Prerequisite: two to three years of Chinese or permission of the instructor.

*Henry Kung*

M 11:20, T 10:20-12:10

## Classical Languages & Literatures

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### Professors

George Edward Dimock, Jr., Ph.D.  
Charles Henderson, Jr., Ph.D.

### Associate Professors

Thalia Alexandra Pandiri, Ph.D.  
Justina Winston Gregory, Ph.D., Chair

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### Instructor

Matthew Dillon, Ph.D.

### Mellon Lecturer

Brent W. Sinclair, Ph.D.

Majors are offered in Greek, Latin, Classics, and Ancient Studies. Properly qualified students in these majors have the opportunity of a semester's study at the Inter-collegiate Center for Classical Studies in Rome (see p. 25).

Students planning to major in Classics or in Ancient Studies are advised to take relevant courses in other departments, such as art, English, history, philosophy, and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement tests in Latin may not apply that credit towards the degree if they complete Latin 212b or 214b for credit.

## Greek

### 111 Elementary Course

Introduction to the language; selections from Greek literature.

*Brent Sinclair*

W Th 9:20, F 9:20-11:10

### [111Db Intensive Elementary Greek

An intensive course in Greek grammar, designed to prepare the beginner to enter Greek 212a in the following semester. Selected readings from the New Testament, Plato, lyric poetry. Two semesters' credit. No prerequisite. To be offered in 1985-86 (tentative).]

### 121 Elementary Modern Greek

An introduction to modern Greek. Equal emphasis on conversation, written exercises, listening and reading comprehension. In the second semester, some selected readings from literary texts, current magazines and newspapers.

*Thalia Pandiri*

T Th 3:10-5

### 212a Attic Prose and Drama

Prerequisite: two units in Greek or 111 or 111Db.

*Justina Gregory*

W Th 9:20, F 9:20-11:10

### 212b Homer, Iliad

Prerequisite: 212a or permission of the instructor.

*Justina Gregory*

W Th 9:20, F 9:20-11:10

### 221b Prose Composition

Prerequisite: 212b or permission of the instructor. One class hour. One-half course credit.

*Matthew Dillon*

Hour to be arranged

### 301a, 301b Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek.

### [322a Homer

Prerequisite: 212b or permission of the instructor. To be offered in 1985-86.]



**324b Plato and Aristophanes**

Prerequisite: 323a or permission of the instructor.

*Matthew Dillon*

M 11:20, T 10:20-12:10, W 10:20

**[325b Sophocles and Thucydides: Athens, the Tyrant City**

A study of how two contemporaries, a tragedian and a historian, viewed the causes and costs of the civil wars that ended in the collapse of the Athenian empire. Prerequisite: 322a or permission of the instructor. *George Dimock*]

**326a Euripides and Xenophon: Athens Destroys Itself**

A study of how a contemporary tragedian and a contemporary historian viewed Athens' loss of its empire in the Peloponnesian War. Prerequisite: 212b or permission of the instructor.

*George Dimock*

M 11:20, T 10:20-12:10, W 10:20

**[333a Selections from Lyric and Pastoral Poets**

Prerequisite: 322a or 324b or permission of the instructor. To be offered in 1985-86.]

**[336a Aeschylus and Herodotus: Athens, the Savior of Greece**

A study of how two fifth-century authors, a tragedian and a historian, viewed the wars against Persia that were to transform Athens into an imperial power. Prerequisite: a course at the 320 level, or permission of the instructor.]

**Graduate****451a, 451b Studies in Greek Literature**

This will ordinarily be an enriched version of 326a, 333a, 336a, 324b, or 325b.

See also Religion 287b Greek Religious Texts and 382b Directed Reading in Religious Texts: Hebrew, Greek, or Latin.

Adviser of Graduate Study: Matthew Dillon.

**Latin****111 Elementary Course**

Fundamentals of grammar, with selected readings from Latin authors in the second semester.

*Matthew Dillon*

W Th 9:20, F 9:20-11:10

**111Db Intensive Elementary Latin**

An intensive course in Latin grammar, designed to prepare the beginner to enter Latin 212a in the following semester.

Selected readings. Two semesters' credit

*Justina Gregory*

M T 12:50-2, W Th F 1:10

**211a Readings in Latin Literature**

Thorough review of fundamentals. Selections from poetry, history, biography, fable, and romance. Prerequisite: two units of Latin or 111Db or 111.

*Brent Sinclair*

W F 11:20, Th 10:20-12:10

**212a Poetry of Ovid**

Review of fundamentals: selections from the *Metamorphoses* and other poems. Prerequisite: 111 or two units of Latin or the equivalent.

*Charles Henderson*

W F 11:20, Th 10:20-12:10

**212b Virgil, Aeneid**

Prerequisite: 212a or permission of the instructor.

*Matthew Dillon*

W F 11:20, Th 10:20-12:10

**213b Medieval Latin**

Selected readings from prose and poetry by a wide range of authors, from the third century to the fourteenth. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: 211a or 212a or the equivalent. (E)

*Charles Henderson*

W F 11:20, Th 10:20-12:10

**214a Catullus and Horace**

Prerequisite: 212b or three units in Latin, including Virgil, or permission of the instructor.

*Justina Gregory*

W F 11:20, Th 10:20-12:10

**214b Livy**

Prerequisite: 214a or permission of the instructor.

*Brent Sinclair*

W F 11:20, Th 10:20-12:10

**221a Prose Composition**

Prerequisite: 214b or permission of the instructor. One class hour. One-half course credit.

*Charles Henderson*

Hour to be arranged

**301a, 301b Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin.

**321a Roman Comedy**

Prerequisite: 214b or permission of the instructor.

*George Dimock*

Hours to be arranged

**[325a Petronius and Apuleius: Two Roman Novelists**

Readings from the *Satyricon* and the *Golden Ass*, with special attention to shared and unique features, humor and didacticism, realism and fantasy. Prerequisite: 214b. To be offered in 1985-86 (tentative).

(E)

*Brent Sinclair*]

**333b Virgil's Aeneid: Advanced Course**

Prerequisite: a course at the 300 level or permission of the instructor.

*Charles Henderson*

W F 1:10, Th 2:10

**334a Latin Satire**

Prerequisite: a course at the 300 level or permission of the instructor.

*Charles Henderson*

W F 1:10, Th 2:10

**[335b Cicero**

Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1985-86.

*Brent Sinclair*]

**[336a Lucretius**

Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1985-86.]

**Graduate**

**451a, 451b Studies in Latin Literature**

This will ordinarily be an enriched version of 333b, 334a, [335b], or [336a].

**Adviser of Graduate Study:** Brent Sinclair.

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**Classics, Greek, or Latin**

**340b Senior Seminar**

Integrating seminar open only to senior Classics, Ancient Studies, Greek, and Latin majors.

*Charles Henderson*

M 9:20-11:10, T 9:20

**Graduate**

**450, 450a, 450b Research and Thesis**

450a or 450b may be taken for double credit.

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**Classics in Translation**

**227a Classical Mythology**

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Some attention to modern retellings of ancient myths.

*Matthew Dillon*

M 9:20-11:10, T 9:20

### 228a The Tragic View

The tragedy of human existence as reflected in Western dramatic literature from ancient to modern times. Authors to be read and discussed include Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Chekhov, Ibsen, Brecht, Sartre.

*George Dimock*

M T Th 1:10

### 230b The Historical Imagination

An analysis of the theory and practice of historical writing in Greece and Rome with special attention to the historian's role as storyteller and artist, teacher and moralist. Authors to be read and discussed include Herodotus, Thucydides, Livy and Tacitus. (E)

*Brent Sinclair*

M T 12:50-2:10

### 270b The Ulyssean and Promethean Hero/ine in Western Literature

Same as Comparative Literature 270a.

## The Major in Greek, Latin, or Classics

**Advisers:** members of the department.

**Adviser for Study Abroad:** Thalia Pandiri.

**Basis:** in Greek, 111 or 111Db; in Latin, 111 or 111Db; in Classics, Greek 111 or 111Db, and Latin 111 or 111Db.

**Requirements:** in Greek, eight semester courses in the language in addition to the basis; in Latin, eight semester courses in the language in addition to the basis; in Classics, eight semester courses in the languages in addition to the basis and including not less than two in either language. In addition, all majors are required to take Classics 340b in the senior year.

## The Minor in Greek

**Director:** Thalia Pandiri.

**Advisers:** members of the department

**Requirements:** six courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history (HST 101a, 202a, 203b), Greek art (ART 211b, 215a, 310b), ancient philosophy (PHI 124b) or classics in translation (CLS 227a, 228a, 230b, 270b). At least one course must be chosen from this category.

## The Minor in Latin

**Director:** Charles Henderson.

**Advisers:** members of the department.

**Requirements:** six courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history (HST 101a, [204a], [205b]), Roman art (ART 205a, [212a], [315a]), or classics in translation (CLS 227a, 228a, 230b). At least one course must be chosen from this category.

## Honors in Greek, Latin, or Classics

**Director:** Charles Henderson.

### 501a Thesis.

**Requirements:** the same as those for the major, with the addition of a thesis (501a), equivalent to one or two semester courses, to be written in the first semester of the senior year; and an examination in the general area of the thesis.



## Interdepartmental Major in Comparative Literature

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Ann Rosalind Jones, Ph.D., Associate Professor and  
Director of the Comparative Literature Program

### Professors

- David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French)  
 \*\*Alice Rodrigues Clemente, Ph.D. (Spanish and Portuguese)  
 Judith Lyndal Ryan, Dr. Phil. (German)  
 \*\*Hans Rudolf Valet, Ph.D. (German)  
 Elizabeth Gallaher von Klemperer, Ph.D. (English)

### Associate Professors

- \*\*Elizabeth Wanning Harries, Ph.D. (English)  
 Thalia Alexandra Pandiri, Ph.D. (Classics)  
 \*Marilyn Schuster, Ph.D. (French)

A comparative study of literature in at least two languages, one of which may be English. The major is limited to 20 students each from the junior and senior classes.

GENERAL LITERATURE 291, A Survey of Selected Literary Masterpieces from Homer to Tolstoy (see p. 238), an interdepartmental course, is a prerequisite for the senior seminar; students interested in Comparative Literature should take it as early as possible. Freshmen eligible for advanced placement in English by virtue of a score of 4 or 5 and freshmen with a high SAT or English achievement score may register for GENERAL LITERATURE 291.

Comparative Literature courses are not open to freshmen (except with the permission of the instructor). After the freshman year all second- and third-level courses are open to all students unless otherwise specified.

In all Comparative Literature courses, readings and discussion are in English but stu-

dents are encouraged to read works in the original and to consult original texts whenever possible.

### Genre

#### 223b The Written Self: Forms of Autobiography

An exploration of change in the conception of the self and in the literary techniques devised to portray it through a study of autobiographical texts. Authors include Saint Augustine, Benvenuto Cellini, Jean-Jacques Rousseau, Goethe, Rimbaud, Gertrude Stein, Malcolm X, Sartre.  
*Laurence Joseph (French)*  
 W Th F 9:20

#### 228a The Tragic View

Same as Classics 228a.  
*George Dimock (Classics)*  
 M T Th 1:10

#### [246b The Picaresque Tradition

A study of the origin and development of the picaresque novel from its beginnings in Spain (*Lazarillo de Tormes*) through the



works of Quevedo, Lesage, Scarron, Defoe, Smollett, Fielding, Mann, Grass, Twain, and Bellow.

*Alice Clemente (Spanish and Portuguese)]*

### [251b Studies in Short Fiction

Topic for 1985-86: Literature and Film. A study of selected works of short fiction and of their adaptations to film. Works by Heinrich von Kleist, Guy de Maupassant, Anton Chekhov, Thomas Mann, Tillie Olsen, and others; films by Eric Rohmer, Max Ophüls, Josef Cheifetz, Luchino Visconti, and others. To be offered in 1985-86 (tentative).

*Hans Vaegt (German)]*

### [262b Theatre about Theatre

An exploration of some ways in which dramatists have expressed, in their plays, ideas about the theatre. Emphasis on the changing intent and scope of such plays: from criticism to theatrical styles to critical inquiry into the nature and function of the theatre itself. Authors studied include Molière, Tieck, Pirandello, Anouilh, Ionesco, Genet, Jack Gelber, Peter Handke. *David Ball (French)]*

### 305a Studies in the Novel

Topic for fall 1984: The Novel of Marriage. Love, marriage, and adultery in the novel as it moves from a critique of manners to a study of women's place in the social institution of the family. The course will focus on this development in the nineteenth and early twentieth centuries. Authors treated will include: Austen, Goethe, Flaubert, Howells, Fontane, James, Wharton. *Judith Ryan (German)*

T 2:10-4, Th 2:10

### 305b Studies in the Novel

Topic for spring 1985: Politics and the Novel. An exploration of some things that happen to the novel when it explicitly confronts problems of class and ideology, the individual and the mass, oppression and resistance, historical change. And what happens to the reader if she does not share the novelist's politics? Fiction by Turgenev, Zola, Malraux, Thomas Mann, Camus,

Schwarz-Bart, Hasek, Chinua Achebe, Norman Mailer, Solzhenitsyn and others.

*David Ball (French)*

T 4:10, Th 3:10-5

### 350a Poetic Sequences East and West

A study of poetic sequences in Europe and Japan in pre-modern and modern times. The course will examine the strategies of form and content that define such sequences as Dante's *Vita Nuova*, Ronsard's *Sonnets pour Hélène*, Góngora's *Soledades*, García Lorca's *Poeta en Nueva York*, T. S. Eliot's *Four Quartets*, *The Diary of Izumi Shikibu*, and renga and haikai sequences of Shikei, Bashō and others.

*Alice Clemente (Spanish and Portuguese) and Esperanza Ramirez-Christensen (Japanese)*

T 4:10, Th 3:10-5

### [353a Sonnets and Sonnet Cycles

Tradition, translation, and transformation through the centuries, as seen in selected poets (Dante, Petrarch, Garcilaso, Camões, Góngora, DuBellay, Sidney, Shakespeare, Wordsworth, Rilke, Yeats, and others). Exploration of variation in sonnet patterns and themes and of the structures of sonnet cycles.

*Alice Clemente (Spanish and Portuguese)]*

## Period, Movement

### 222b Women Writing: Twentieth-Century Fiction

Explorations of twentieth-century fiction written in French and English by women. Focus on the tensions between stereotype and self-definition, convention and innovation, construction and deconstruction of narrative form in contemporary fiction by women. Emphasis on literary works with some reference to French and Anglo-American critical trends (literary and feminist) as they impinge on literary creation. Authors such as Colette, Beauvoir, Wittig, Stein, Woolf, Lessing, Rule, Atwood, Olsen, and Walker.

*Ann Jones, Marilyn Schuster (French)*  
W Th F 11:20, Th 10:20 at the option of the instructors

### 238b Romanticism

A comparative analysis of representative English, French, and German works written between 1770 and 1830. Emphasis on new forms and critical concepts, with some attention to the historical and artistic background. Authors studied may include Rousseau, Goethe, Novalis, Hoffman, Wordsworth, Coleridge, Hölderlin, Keats, Shelley, Lamartine.

*Judith Ryan (German)*

T 2:10-4, Th 2:10

### 266b The Symbolist Movement

Topic for 1984-85: Symbolic and Visionary Theater. The emergence of the symbolic mode in works by such modern playwrights as Ibsen, Strindberg, Chekhov, Maeterlinck, Blok, Brecht, Lorca, and Genet.

*Alexander Woronzoff (Russian)*

M T 1:10, W 2:10

### [271a Richard Wagner

See Inter- and Extra-Departmental Course Offerings. To be offered in 1986-87.]

### [283a The Balzacian Heritage

Balzac as the initiator of the cyclical, metropolitan novel, with its impulse toward social encyclopaedism and fecundity. Such a tradition studied in the works of Zola, Proust, James, and Joyce. A reading knowledge of French required.

*Josephine Ott (French)]*

### 309a Arthurian Literature of the Middle Ages

The historical Arthur and related early legends and tales as they originated in Britain, Ireland, and Brittany, and developed in romances proper in France, Germany, and Britain from the twelfth century through the fifteenth. Authors and anonymous works include *The Mabinogian*, various Irish sagas, Geoffrey of Monmouth, Chrétien de Troyes, Wolfram von Eschenbach, Gottfried von Strassburg, the *Gawain* Poet,

*The Alliterative Morte Arthure*, Malory's *Morte Darthur*, and Arthurian ballads.

Enrollment limited to 25.

*Vernon Harward (English)*

T 2:10-4, Th 2:10

### [318a The Realistic Mode

The theory, practice, evaluations, and transformations of literary Realism, with particular attention to works by Balzac, Flaubert, Zola, George Eliot, James, Gissing, and others, and a consideration of the relation between and distinctiveness of French and British Realism. Limited to 25.

*Elizabeth von Klemperer (English)*

To be offered in 1986-87]

### 327a Aestheticism and Decadence

Same as English 327a.

*Elizabeth von Klemperer (English)*

T 4:10, Th 3:10-5

### [335b Poetry and Music of the Troubadours

See Inter- and Extra-Departmental Course Offerings.]

### [339b Arcadia and Utopia in the Renaissance

Same as Italian 339b.]

### [350b Renaissance Portraits

A study of works by representative authors of the Renaissance with particular focus on the portrayal of ideals or models as aesthetic creations: the humanist, the courtier, the lover, the statesman, the hero, and the intellectual. Exploration of the biography, essay, treatise, and lyric as modes of self-reference. Authors include Castiglione, Marguerite de Navarre, Michelangelo, Leonardo, Machiavelli, Erasmus, Montaigne and others.

*Alfonso Procaccini (Italian)]*

### 360a The Modernist Movement

The revolution that transformed Western art and literature in the twentieth century; the breakdown of traditional forms and the attempt to find new structures and images appropriate to our age. Literature and man-

ifestos of the dada, surrealist, and futurist movements. Authors studied include Rimbaud (as precursor), Marinetti, Apollinaire, Mayakovsky, Breton, Pound, Eliot, Artaud, Dos Passos, William Carlos Williams. Some consideration of pictorial art and the film, and of the present and future of Modernism.

*David Ball (French)*

W Th F 9:20

## Theme

### 235b The Frontier in Twentieth-Century Brazilian and North American Fiction

A study of versions of frontier consciousness—social, political, ethnic, and ecological—in works of writers such as Euclides da Cunha, Owen Wister, Jorge Amado, Ken Kesey, Márcio Sousa, Edward Abbey, Guimarães Rosa, and Leslie Marmon Silko.

*Charles Cutler (Spanish and Portuguese)*

W F 1:10, Th 2:10

### 270b The Ulysses and Promethean Heroine in Western Literature

Ulysses and Prometheus exemplify various types, which can be juxtaposed, conflated, or treated independently: trickster, persuader, revolutionary, creator, and, above all, story-teller and artist. Representatives, both male and female, of these types will be examined in such authors as Homer, Euripides, Byron, Percy and Mary Shelley, Kazantzakis, Ritsos, Seferis.

*Thalia Pandiri (Classics)*

M 9:20-11:10, T 9:20

### 292a Mutilated Manuscripts

A study of finished works presented as fragmentary or incomplete, from Petrarch, Rabelais, and Cervantes to Sterne, Diderot, Schlegel, Coleridge, and Carlyle to the works of some modern fragmentists. Emphasis on problems of wholeness and closure, digression, improvisation, and changing fragmentary forms. (E)

*Elizabeth Harries (English)*

W 11:20, Th 10:20-12:10

### [295a The Imagination and the City

Interpretations of urban experience and the urban scene, especially London and Paris, by such writers as Balzac, Baudelaire, Dickens, Conrad, and James. Transformations of the city as labyrinth, wilderness, vision, and place of initiation as well as social and architectural fact. Occasional attention to the modern metropolis in visual art.

*Elizabeth von Klemperer (English)*

### [352b The Don Juan Theme

Why Don Juan? What did he and what does he "mean"? The literary and moral transformation of the Don Juan figure from Tirso de Molina (its creator) through such artists as Molière, Mozart, Laclos, Kierkegaard, Shaw, Camus, and Ingmar Bergman, with particular attention to the distinctive genius of each author and his time.

*David Ball (French)*

### 361a The Faust Myth

Since its emergence in the sixteenth century, the Faust myth has served as a focal point for the literary imagination of the West to examine the nature and the limits of man's thirst for knowledge, power, and self-realization. Changing artistic perceptions of the Faust myth in different periods and cultures studied through representative Faust works, chiefly in literature (Marlowe, Goethe, Valéry, Bulgakov, T. Mann), but also in opera (Berlioz, Gounod, Boito) and film (Murnau, R. Clair, Autan-Lara).

*Hans Vaget (German)*

T 10:20-12:10, W 10:20

## Critical Theory and Method

### 296a Proseminar: The Comparatist's Perspective on Literature

The analysis of literary texts of various genres as they are interpreted by psychoanalytical, Marxist, and structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about the writing and reading of literature and about the status of literature itself.



Readings include Freud, Benjamin, Brecht, Jakobson, Lévi-Strauss, Barthes. Limited to juniors and seniors except by permission of the instructor.

*Ann Jones*

M 9:20-11:10, T 9:20

### **340b Problems in Literary Theory**

A seminar required of senior majors in Comparative Literature, designed to explore one broad issue in literary criticism (for example, evaluation, intertextuality, genre) chosen during the first semester by the students themselves. Prerequisites: GENERAL LITERATURE 291 and Comparative Literature 296a, or permission of the instructor.

*Ann Jones*

M 2:10-4

### **301, 301a, 301b Special Studies**

Admission by permission of the instructor and director.

The following courses outside the Comparative Literature Program may be of particular interest: English 240a, 241a, 331a, 340b; Italian 333a, 334a.

## **The Major**

Before entering the major, the student must prove her proficiency in the foreign language or languages of her choice at the level of German 225a, Greek 212a, Italian 226a, Latin 212b, Russian 231a, Spanish 215a or 216a, or any one of the following French courses: 210a or b, 211b, 216a or b, 228b. French 219a or b may be counted as one of the three advanced courses in literature required for the Comparative Literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements for the major are 11 semester courses:

- (a) three Comparative Literature courses: one must deal with a period or movement, one a genre, and one a theme (only courses with a primary listing under Comparative Literature or cross-listed with a Comparative Literature number count as Comparative Literature courses);
- (b) three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (200-level courses in English, with the exception of 200a, 201b, 210b, may be counted toward the major). No foreign literature in which the reading is assigned in English translation may be counted as a foreign language course toward the Comparative Literature major; and
- (c) Comparative Literature 296a and Comparative Literature 340b. (Note that GENERAL LITERATURE 291 is a prerequisite for 340b and should be taken as early as possible.)

## **Honors**

**Director:** Ann Jones.

### **501a Thesis.**

Requirements: the same as those for the major, with the addition of a thesis (501a), equivalent to one semester course, to be written in the first semester of the senior year; an oral examination in the area of the thesis, and a written examination in Comparative Literature, drawing particularly on the literatures in which the student has done her advanced work.



## Interdepartmental Major in Computer Science

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### Professor

Bert Mendelson, Ph.D., Director

### Assistant Professor

Jane C. Hill, Ph.D.

### Lecturer

Patricia Gray Colson, M.Ed., M.S.

Students who receive scores of 4 and 5 on the Advanced Placement test in Computer Science should not register for 115 or 116 and will not receive degree credit if they do.

### 105b Introduction to the Computer

Using the computer as an intellectual tool, functions of the operating system, editors and word processing, computer languages, LOGO, information processing, VisiCalc, social issues. Limited enrollment.

*Patricia Colson*

W F 1:10, Th 2:10

### 115a, 115b Introduction to Computing and Computer Programming

Principles of structured programming and algorithm design. Files, arrays, procedures and parameters, block structure, sets, records, simulation, and searching and sorting. The language Pascal is used. Lecture, discussion, and laboratory. Two-hour laboratory period to be arranged.

*115a: Patricia Colson*

M 9:20-11:10, T 9:20

### 116a Introduction to Computer Science

This course is designed as an introductory course either for students with previous high-school programming experience or for highly motivated students without previous experience. Problem solving using the Pascal programming language. All fea-

tures of standard Pascal will be covered including pointers and recursion. Algorithms using stacks, queues, binary trees, and lists will be covered. All the material in CSC 115 will be included and about one-half of the material of CSC 212. Students wishing to enter this course should consult with a member of the Computer Science faculty. No prerequisite.

*Bert Mendelson*

W Th F 11:20

### 201b Microcomputers and Assembly Language

An introduction to the internal workings of computers ("computer architecture"), using a microcomputer as an example. Its assembly language will be studied in relation to the assembly languages of other computers, with attention to the dependence upon the physical design of the computer and the interface between the computer and the outside world, including laboratory applications. Prerequisite: 115a or b, or 116a, or permission of the instructor.

*Bruce Hawkins (Physics)*

W F 1:10-3; laboratory to be arranged

**212a, 212b Data Structures**

Various data structures such as lists, stacks, queues, trees, networks, and compound structures; data abstraction and primitive operations on these structures. Creation and analysis of algorithms to process these structures. The programming language Pascal is used. Prerequisite: 115a or b, and some college-level mathematics.

*Bert Mendelson*

212a: W Th F 9:20; 212b: M 11:20, T W 10:20

**216b Data Structures and Topics in Programming**

This course is designed to complete the material normally covered in the second half of CSC 212. The remainder of the semester (normally two-thirds) will be spent on a variety of topics such as Macro Instructions and Assembly Language, List Processing, Networks (Multilists), and Design and Analysis of Algorithms. Prerequisite: 116a or equivalent.

*Bert Mendelson*

W Th F 11:20

**240b Computer Graphics**

Graphics primitives. Hardware and packages. Interactive devices and techniques. Geometric transformations in two and three dimensions. Modeling and object hierarchies. Advanced topics as time permits. Prerequisite: 212a or b, MTH 201a or b.

*Patricia Colson*

W Th F 11:20

**250a Foundations of Computer Science**

Set theory, algebra, logic, and combinational circuits; automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisite: 115a or b, and some college-level mathematics.

*Jane Hill*

M 11:20, T W 10:20

**[250b Foundations of Computer Science**

Combinational circuits, automata and finite state machines, regular sets and regular languages, formal languages, push-down automata and context-free languages, computable functions, enumerable and recursively enumerable sets, Turing machines. Prerequisite: 115a or b or 116a or b, MTH 153a or b.

To be offered in 1985-86.]

**[252a Design and Analysis of Algorithms**

Complexity, recursion, difference equations, sorting, graph algorithms, intractable problems. Prerequisite: 212a or b, 250a or b, MTH 201.]

**262a Introduction to Operating Systems**

Process management, problems of managing concurrent cooperating processes, memory management, input-output devices and file management. Prerequisite: 201b and 212a or b. (E)

*Jane Hill*

M T 1:10, W 2:10

**[280b Topics in Programming Languages**

To be offered in 1985-86.]

**290a Introduction to Artificial Intelligence**

Machine learning, issues of representation and control, LISP programming, search strategies, and applications. Prerequisite: 212a or b.

*Jane Hill*

M 9:20-11:10, T 9:20

**294b Introduction to Translators and Compiler Design**

Grammars, lexical analysis, recursive descent parsing, bottom-up parsing, attributed grammars, code generation. Lecture and discussion. Prerequisite: 201b, 212a or b, 250a or b.

*Bert Mendelson*

W F 1:10, Th 2:10

**301a, 301b Special Studies**

For senior majors, by arrangement with the major adviser.

**[330a Topics in Information Systems**

To be offered in 1985-86.]

**362b Systems Programming**

An introduction to the major aspects of systems programming; assemblers and loaders, compilers; major functions of operating systems, such as memory management, file systems, input-output, multi-programming, and privacy. Prerequisite: 201b and 262a.

*Jane Hill*

M T 1:10, W 2:10

**[380a Advanced Topics in Programming Languages**

Topic for 1984-85: Program Correctness. First order predicate logic, programs as predicate transformations, weakest preconditions, loop invariants, case studies. Prerequisite: 212a or b, 250a or b.]

**390b Seminar in Artificial Intelligence**

Representation and notation, LISP, search strategies, control, communication and perception, applications. Prerequisite: 290a. (E)

*Jane Hill*

M 11:20, T W 10:20

**The Major**

**Advisers:** Michael Albertson (Mathematics); Patricia Colson, Bruce Hawkins (Physics); Jane Hill, Bert Mendelson, Charles Staelin (Economics).

**Basis:** Computer Science 115a or b, or 116a.

**Requirements:** 10 semester courses, not including the basis. Required courses: 201b, 212a or b or 216b, 250a or b, Mathematics 122a or b (effective with the class of 1988, replace MTH 122a or b with MTH 121a or b or equivalent and MTH 153a or b or the equivalent), Mathematics 201a, and one of the following: Mathematics 247a, Economics 280b, or Psychology 203a. Four

additional courses are required: one of the four may be outside the major. A partial listing of such courses will be available from the advisers. At least one computer science course must be at the advanced level.

**The Minor****1. Systems Analysis (6 courses)**

**Advisers:** Jane Hill, Bert Mendelson.

This minor is appropriate for a student with a strong interest in computer systems and computer software who would perhaps have chosen Computer Science as a second major before the minors were offered.

**Required Courses:**

- 201 Microcomputers and Assembly Language
- 212 Data Structures or
- 216 Data Structures and Topics in Programming
- 262 Operating Systems
- 362 System Programming
- One of:
  - [280 Programming Languages]
  - 330 Topics in Information Systems

**Prerequisites:** Computer Science 115 or 116.

**2. Computer Science and Language (6 courses)**

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

**Required Courses:**

- 212 Data Structures or
- 216 Data Structures and Topics in Programming
- 250a [250b] Foundations of Computer Science
- [280b] Programming Languages
- 294 Compiler Design
- Two of:
  - Philosophy 236 Linguistic Structures
  - Philosophy/Psychology 221 Language

[Philosophy 261a] Philosophy of Communication

**Prerequisites:**

Computer Science 115 or 116  
Mathematics 153 (after fall 1984)

### 3. Mathematical Foundations of Computer Science (5 courses)

**Director:** Michael Albertson.

Theoretical Computer Science and Discrete Mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity, and developing the correspondence between the formal mathematical structures and the abstract data structures of Computer Science.

**Required Courses:**

212 Data Structures or  
216 Data Structures and Topics in Programming  
250a [250b] Foundations of Computer Science  
252 Design and Analysis of Algorithms  
Mathematics 253 Combinatorics and Graph Theory  
Mathematics 303 Topics in Discrete Applied Mathematics

**Prerequisites:** Computer Science 115 or 116, Mathematics 153, 201.

### 4. Simulation and Modeling (6 courses)

**Advisers:** Michael Albertson (Mathematics), Charles Staelin (Economics).

This minor is provided for the student who is interested in the building of models to simulate large and/or complex systems, such as those found in economics, government, sociology, biology, astronomy, and

other disciplines in the social and physical sciences.

**Required Courses:**

212 Data Structures or  
216 Data Structures and Topics in Programming  
252 Design and Analysis of Algorithms  
Mathematics 210 Introduction to Numerical Methods  
One of:  
Mathematics 247 Statistics  
Economics 280 Economic Statistics  
Two of:  
[Economics 229] Design of Models in Economic Analysis  
Biology 341 Biology of Populations  
Astronomy 222 Galactic and Extragalactic Astronomy  
or appropriate courses in other disciplines

**Prerequisites:** Computer Science 115 or 116, Mathematics 121, 122, 201.

### Honors

**Director:** Bert Mendelson.

**Requirements:** normally the requirements for the major and a thesis in the senior year. The specific program will be designed with the approval of the director.



## Dance

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### Associate Professor

Susan Kay Waltner, M.S.

### Assistant Professor

Sharon Park Arslanian, M.A.

### Artist in Residence

Gemze de Lappe

### Five College Lecturers

Susan Bindig, M.A. (Assistant Professor, Mount Holyoke College)

Jim Coleman, M.F.A. (Visiting Artist in Residence, Mount Holyoke College)

Terese Freedman, B.A. (Visiting Artist in Residence, Mount Holyoke College)

Ranjana Haksar-Watson (Assistant Professor, Mount Holyoke College)

Richard Jones, M.A. (Associate Professor, University of Massachusetts)

Spider Kedelsky, M.A. (Assistant Professor, Amherst College)

Daphne Lowell, M.F.A. (Assistant Professor, Hampshire College)

Rebecca Nordstrom, M.F.A. (Assistant Professor, Hampshire College)

Marilyn V. Patton, M.F.A. (Associate Professor, University of Massachusetts)

Peggy Schwartz, M.A. (Visiting Assistant Professor, Hampshire College)

Andrea Watkins, Ph.D. (Associate Professor, University of Massachusetts)

\*Hannah C. Wiley, M.A. (Associate Professor, Mount Holyoke College), Chair

### Teaching Fellows

Bernie Kowalski, B.S.

Lorna Pingchie, B.S.

Anna Schmitz, B.A.

Peter Schmitz, B.A.

Anne Stackhouse, B.A.

The Smith College Dance Department functions under the auspices of the Five College Dance Department. At Smith College there is no undergraduate dance major. Students may, however, major in theatre with an emphasis in dance. See Theatre Department.

The Five College Dance Department combines the dance faculty and programs of Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts at Amherst. The faculty operate as one professional group, coordinating their course offerings, performances, and services. The department provides a broad range of philosophical approaches to dance technique and theory and an opportunity for a variety of performance styles and experiences. Course offerings are completely coordinated among the campuses

and arranged around the Five College bus schedules to make registration, interchange, and student travel most effective. Complete course lists and schedules are available to students from the Dance Department office at Smith College and from the Five College Dance Department office.

### A. Theory Courses

Pre-registration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

**151a, 151b Elementary Dance****Composition: Improvisation**

Study and improvisational exploration of elements of dance such as time, space, weight, energy. Investigation into organizing and designing movement creatively and meaningfully. Includes weekly reading and movement assignments. L.151b: Mount Holyoke.

151a: *Sharon Arslanian*, T 2:10-4,

Th 2:10

151b: *Hannah Wiley*, hours to be arranged

**171a, 171b Dance in the Twentieth Century**

A survey of the principal influences on and directions of dance from 1900 to the present. Topics for discussion may include European and American ballet, the modern dance movement, contemporary and avant-garde dance forms, popular culture (urban folk dance, film, television, and Broadway stage, and Third-World influences). Topic emphasis will be determined by the instructor. 171a: Mount Holyoke; 171b: Amherst.

171a: *Susan Bindig*; 171b: *Spider Kedelsky*

**181b Elementary Labanotation**

Introduction to the basics of the Labanotation system. Study of body part and direction symbols and organization of notation scores. Emphasis on learning to write and read steps, gestures, turns, and rotating floor patterns. Prerequisite: one semester dance technique. Enrollment limit: 15.

*Sharon Arslanian*

Hours to be arranged

**241b Scientific Foundations of Dance**

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. To encourage the development of the student's personal working process and his/her philosophy of movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti,

Vaganova, etc. Prerequisite: one course in dance technique. Enrollment limit: 20.

Mount Holyoke.

*Hannah Wiley*

**252a, 252b Intermediate Dance Composition**

Beginning principles of composition, including exploration of space, shape and dynamics; basic forms; two-part, three-part, theme and variations, and rhythmic studies. Fundamental principles of composition in the balletic form, including traditional uses of stage space, study of various periods, themes, styles, patterns, designs. Prerequisite: 151a or b. L.

252b: *Susan Waltner*, hours to be arranged

**272a History of Dance**

Primal Cultures, Traditional and Contemporary. An investigation of the scope and use of dance as an instrument of ritual, entertainment, social interaction, and education.

*Susan Waltner*, *Spider Kedelsky*

M 9:20-11:20, T 9:20

**273b History of Dance**

Renaissance through the Nineteenth Century. A study of social and theatrical dance forms and their cultural contexts from the Renaissance through the nineteenth century. Influential choreographers and dancers representative of the periods and their choreographies and/or performances will be discussed. Specific topics for discussion may include: the Renaissance courtier and dance; Louis XIV and his court; the Romantic ballerina; ballet in America in the nineteenth century, minstrelsy. Mount Holyoke.

*Susan Bindig*

**[282b Intermediate Labanotation**

More advanced reading and writing of Labanotation scores. Emphasis will be on notating limb and torso action; rotation, revolution and weight shift. Practice in drafting and reconstructing notation scores using both space and body key signatures. Prerequisite: Elementary Labanotation (181). Enrollment limit: 15. To be offered in the spring of alternate years.]

**285b Laban Movement Analysis I**

Laban Movement is a system used to study qualitative aspects of movement. Students will be introduced to the concepts of effort (the various modes in which energy may be exerted) and shape (how the body adapts itself to space). Other concepts and vocabulary presented in the course will facilitate observing, describing, notating, and physically articulating dance movement. Prerequisite: one semester dance technique or movement for theatre or permission of instructor. Enrollment limit: 20. Hampshire.

*Rebecca Nordstrom*

**301a, 301b Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.

**[342a Advanced Studies in Movement Analysis**

Lectures and readings will focus on the kinesiological principles underlying dance movement with emphasis on the causal implications of Newtonian precepts. Students will study dance movement by means of cinematographic, kinematic, and muscular analysis. Topics vary. L. Prerequisite: 241 or P. (E)

*Hannah Wiley]*

**353a, 353b Advanced Dance Composition**

Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the individual instructor. Required attendance at and critical analyses of selected performances. L. Prerequisite: 252a or b or P.

353a: Mount Holyoke; 353b: UMass.

353a: *Susan Waltner*

**369a Cultural Enrichment through Ethnic Dance**

A brief survey of culture traits and values as expressed in the dance. There will be a

focus on the cultural sources which influenced the Pearl Primus dance and performing techniques. The study will culminate in the presentation of a concert with lecture. To be offered once only. (E)

*Pearl Primus (Sociology & Anthropology)*  
M 2:10-5, W 3:10

**377a Advanced Studies in History and Aesthetics of Dance**

This course will explore a specific period, person, or event important in the history and/or aesthetics of dance. Topics will vary depending on the instructor and his or her expertise. Topic for 1984-85: History of Dance in the American Musical Theatre. L. Amherst.

*Gemze de Lappe*

**377b Advanced Studies in Dance**

Topic for 1984-85: Indian Dance. In this course students will learn Indian dance and stage a production of the dance-drama Gita Govinda.

*Ranjana Haksar-Watson, Susan Walmer*

Hours to be arranged

**386a Laban Movement Analysis II**

Further exploration of the material introduced in Laban Movement Analysis I, including observation and notation of more complex movement, closer scrutiny of the relationship among effort, shape, and space theories, and the study of movement as it relates to varying spatial architecture. Prerequisite: 285b. Enrollment limited to 15. Hampshire.

*Rebecca Nordstrom*

**B. Studio Courses**

Studio courses receive one credit. Pre-registration for dance technique courses is strongly recommended. Enrollment is limited to 25 students, and priority is given to seniors and juniors. Normally students must take partial credit courses in addition to a full course load. No more than eight credits may be counted toward the degree. "P"



indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks.

### 113a, 113b Modern Dance I

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. L.

113a: *Kathryn Putnam*, W F 9:20

113b: Hours and instructor to be arranged

### 114a, 114b Modern Dance II

For students who have taken Modern I or the equivalent. L.

114a: *Peter Schmitz*, T 4:10, Th 3:10

114b: Instructor and hours to be arranged

### 120a, 120b Ballet I

Introduction to fundamentals of classical balletic form; the understanding of correct body placement, positions of feet, head, and arms, and the development of elementary habits of movement applicable to the form. L.

120a: *Lorna Pingchie*, M T 8-9:20;

*Bernie Kowalski*, W F 12:50-2:10

120b: Instructor and hours to be arranged

### 121a, 121b Ballet II

An elaboration of the fundamentals of classical balletic forms; the understanding of correct body placement, positions of feet, head and arms; and the continuing development of movement applicable to the form. L.

121a: *Anna Schmitz*, M T 9:20

121b: Instructor and hours to be arranged

### 130a, 130b Jazz I

Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Performance of simple dance phrases using fundamentals. Dance performance attendance and dress code as required by individual instructor. L.

130a: *Bernie Kowalske*, M T 8-9:20

130b: Instructor and hours to be arranged

### 131b Jazz II

An elaboration of fundamentals of jazz dancing with an emphasis on more extensive movement vocabulary. Dance performance attendance and dress code as required by individual instructor.

Hours to be arranged

### 136b Duncan Dance

*Gemze de Lappe*

Hours to be arranged

### 215a, 215b Modern Dance III

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range, and incorporating strength) and movement expressivity (phrasing, dynamics, and rhythmic acuity). Prerequisite: 113a or b, minimum one year of modern dance study. 215b: Hampshire. L.

215a: *Sharon Arslanian*, T Th 12:30

215b: Instructor to be arranged, T Th 12:30

### 216b Modern Dance IV

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation. Permission/audition. Prerequisite: 215a or b. L.

*Peter Schmitz*

T Th 12:50-2:10

### 222a, [222b] Ballet III

A continued elaboration of ballet technique through barre and center practice, with an emphasis on body placement, flexibility, strength, and the application of these principles to movement. Increased vocabulary and its placement into combinations in center floor. Prerequisite: 121a or b. L.

*Gemze de Lappe*

W F 9:20-11:10

### [223a], 223b Ballet IV

Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination. Pointe work included at discretion of instructor. L.

*Gemze de Lappe*

W F 9:20-11:10



**232a Jazz III**

A further examination of jazz dance principles of polyrhythms, syncopation, and body isolations with an emphasis on more extended movement phrases and musicality. Dance performance attendance and dress code as required by individual instructor. L.

*Gemze de Lappe, Martha David*

M Th 8:30-10 p.m.

**233b Jazz IV**

Emphasis on extended movement phrases, complex musicality and development of jazz dance style. Dance performance attendance and dress code as required by individual instructor. L.

*Sharon Arslanian*

M Th 7-8:30

**317a, [317b] Modern Dance V**

Refinement of personal technical clarity and introduction to performance skills. Musicality, interpretation, learning longer movement sequences. Permission/audition. Prerequisite: 261a or b. L.

*Susan Waltner*

W F 12:50-2:10

**[318a], 318b Modern Dance VI**

Further refinement of dance technique and performance skills. Permission/audition. Prerequisite: 317a or b. L.

*Sharon Arslanian*

W F 12:50-2:10

**324a Ballet V**

Combinations of increasing complexity at the barre. Center work emphasizes adagio, tours, petite and grande allegro and batterie. Development of performance technique. Pointe work included at discretion of instructor. L.

*Gemze de Lappe*

T 4:10-5:40, W 2:10-3:40, Th 3:10-5:10

**325b Ballet VI**

An elaboration of increasing complexity of work at the barre. Center work continues emphasis on and expands vocabulary in adagio, tours, petite and grande allegro,

and batterie. Further development of performance technique and personal style within the classical genre. Pointe work included. L.

*Gemze de Lappe*

T 4:10-5:40, W 2:10-3:40, Th 3:10-5:10

**334a Jazz V**

Advanced principles of jazz dancing: complex rhythmic analysis, extended movement phrases, development of any individual jazz dance style. Selected readings, dance performance attendance, and dress code as required by individual instructor. L.

*Sharon Arslanian*

M W 7-8:30 p.m.

**C. Graduate****M.F.A. Program**

**Adviser:** Susan Waltner.

**400a, 400b Research and Thesis**

Production project.

**401a, 401b Special Studies**

"P" indicates that permission of the instructor is required.

**410a Theory and Practice of Dance IA**

Studio work in dance technique, including modern, ballet, and jazz. Eight to 10 hours of studio work. Weekly seminar: Choreographic analysis. P.

*Members of the department*

**410b Theory and Practice of Dance IB**

Studio work in dance technique. Weekly seminar: Dance Education. Prerequisite: 410a. P.

*Members of the department*

**420a Theory and Practice of Dance IIA**

Studio work in dance technique. Weekly seminar: Choreographic analysis. Prerequisites: 410a and b. P.

*Members of the department*

**420b Theory and Practice of Dance IIB**

Studio work in dance technique. Weekly seminar: Dance Education. Prerequisites: 410a and b, 420a. P.

*Members of the department*

**[421a Choreography as a Creative Process**

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. To be offered in the fall of 1985.

*Susan Waltner]*

**440a History and Literature of Dance**

A review of available literature of dance and major dance writers. Prerequisite: two semesters of dance history.

*Susan Bindig*

T 2:10-4:10, Th 2:10

There is no undergraduate dance major at Smith. However, students may major in theatre with an emphasis in dance. (See Theatre Department.)

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**D. The Minor in Dance**

**Advisers:** members of the Smith College Department of Dance.

Requirements: three core courses which provide experience in three areas of dance plus two or three additional elective courses so that students may emphasize their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171, and four studio dance classes (each studio worth one credit). Two or three elective courses may be chosen from 241, 252, 272, 273, 285, and 353. One of the elective courses may consist of four studio courses. It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

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**E. Five College Courses**

Students should consult the Five College Dance course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance spring schedule, available at the Smith College Dance Department office and the Five College Dance Department office.

**Adviser:** Susan Waltner.

## Interdepartmental Minor in East Asian Studies

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### Advisers

†Daniel K. Gardner, Assistant Professor of History

\*Steven M. Goldstein, Professor of Government

Henry Li-Hua Kung, Associate Professor of Chinese Language and Literature

Esperanza Ramirez-Christensen, Assistant Professor of Japanese Language and Literature.

Director

Marilyn Rhie, Lecturer in Art and in East Asian Studies

Taitetsu Unno, Professor of World Religions

Dennis Yasutomo, Five-College Assistant Professor of Government

There is as yet no established major or program in East Asian Studies. However, students who seek advice about course offerings related to East Asia or who wish to design their own interdepartmental major in East Asian Studies may consult with the above advisers.

The interdepartmental minor in East Asian Studies is a program of study designed to provide a coherent understanding and basic competence in the major Eastern civilizations of China and Japan. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Eastern perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: the first year of Chinese or Japanese language (CHI 111 or JPN 100) is a prerequisite for admission. The minor will consist of a total of six courses in the following areas:

- (1) Second-year Chinese or Japanese language (CHI 212 or JPN 200); and
- (2) Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:

- I. East Asian Art, Literature, Religion, or other humanities;
- II. East Asian History, Government, Economics, or other social sciences.

### Division I:

- [ART 207b Oriental Art: China]
- ART 208a Oriental Art: Japan
- ART 273b Chinese Buddhism and Buddhist Art
- ART 375b Seminar in Asian Art. Topic for 1984-85: Tibetan Painting
- [ART 274b Japanese Buddhism and Buddhist Art]
- CHI 111 Modern Chinese (elementary)
- CHI 212 Modern Chinese (intermediate)
- [CHI 322 Modern Chinese (advanced)]
- CHI 333a Modern Chinese Literature: Short Stories
- JPN 100 Elementary Japanese
- JPN 200 Intermediate Japanese
- [JPN 250b Japanese Literature in Translation I (Pre-modern)]
- JPN 260b Japanese Literature in Translation II (Modern)
- JPN 350a Poetic Sequences East and West
- REL 104a Eastern Religious Traditions
- [REL 110b Poetry as Contemplation]
- REL 271a Buddhist Thought I

- [REL 271b Buddhist Thought II]  
REL 273b Chinese Buddhism and Buddhist Art  
[REL 274b Japanese Buddhism and Buddhist Art]  
REL 371b Problems in Buddhist Philosophy. Topic for 1984-85: East-West Dialogue in the Kyoto School of Philosophy

Division II:

- GOV 226b The Government and Politics of Japan  
GOV 228b Chinese Politics

- GOV 343b Chinese Foreign Policy  
[GOV 349b Seminar in Comparative Government and International Relations: Foreign Policy of Japan. To be offered 1985-86]  
HST 211a The Emergence of China  
HST 212b East Asia in Transformation, A.D. 900 to c. 1850  
HST 213a Aspects of Chinese and Japanese History  
[HST 214b Aspects of Chinese History]  
[HST 317b Topics in Chinese History]  
SOC/  
ANT 225a Japanese Society and Culture



## Economics

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### Professors

Kenneth Hall McCartney, Ph.D.  
 Robert T. Averitt, Ph.D.  
 Frederick Leonard, Ph.D.  
 Mark Aldrich, Ph.D.  
 Cynthia Taft Morris, Ph.D.  
 \*Andrew Zimbalist, Ph.D., Chair

### Associate Professors

Randall Bartlett, Ph.D.  
 Charles P. Staelin, Ph.D.  
 Robert Buchele, Ph.D., Acting Chair, second semester

### Assistant Professors

Karen Pfeifer, Ph.D.  
 Jens Christiansen, Ph.D.

\*Thomas A. Riddell, Ph.D.

Susan B. Carter, Ph.D.

Nola Reinhardt, Ph.D.

Sinan Koont, Ph.D.

\*\*Elizabeth Savoca, Ph.D.

Stuart S. Brown, M.A.

Roger T. Kaufman, Ph.D.

Deborah Haas-Wilson, Ph.D.

### Lecturer

<sup>2</sup>Douglas Vickers, Ph.D.

### Visiting Lecturer

<sup>1</sup>Michael Carter, Ph.D.

Freshmen who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the freshman year and to take additional courses in economics in their sophomore year. Majors in economics are strongly advised to take 250, 253, and SOCIAL SCIENCE 190 as soon after the introductory courses as possible.

## A. General Courses

### 150a Introductory Microeconomics

An introduction to supply and demand, and an analysis of contemporary economic problems.

*Nola Reinhardt, Director; members of the department*

M 9:20-11:10, T 9:20; M T 11:20, W 10:20;

M T 1:10, W 2:10; W Th F 9:20; W Th F

11:20; W F 1:10, Th 2:10

### 150b A repetition of 150a

*Nola Reinhardt, Director; members of the department*

M 9:20-11:10, T 9:20; M T 11:20, W 10:20;

M T 1:10, W 2:10; W Th F 9:20; W Th F

11:20; W 2:10, F 2:10-4

### 153a Introductory Macroeconomics

Major determinants of inflation, unemployment, and the potential standard of living in the United States.

*Elizabeth Savoca, Director; members of the department*

M 9:20-11:10, T 9:20; M T 11:20, W 10:20;

M T 1:10, W 2:10; W Th F 9:20; W Th F

11:20; W F 1:10, Th 2:10; W F 12:50-2

### 153b A repetition of 153a

*Sinan Koont, Director; members of the department*

M 9:20-11:10, T 9:20; M T 11:20, W 10:20;

M T 1:10, W 2:10; W Th F 9:20; W Th F

11:20; W F 1:10, Th 2:10; T 2:10-4, Th 2:10-3

**190a, 190b Introduction to Statistics for Social Scientists**

Same as SOCIAL SCIENCE 190a, 190b. See page 285.

**223a, 223b Principles of Accounting**

Fundamental concepts, procedures, and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. May not be used to satisfy the minimum course requirement for the major. Enrollment limited to 35 per section. Preference is given to Smith seniors, juniors, sophomores, Five College students, and Smith freshmen in that order.

T 4:10, Th 3:10-5

**227a Mathematical Economics**

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: Mathematics 121; Economics 153; and 150 (may be taken concurrently).

*Sinan Koont*

M T 11:20, W 10:20

**[229b The Design of Models in Economic Analysis]**

A study of the construction, use, and evaluation of economic models, both abstract and empirically based. Macroeconomic simulation and forecasting, market simulation, public policy analysis in such areas as environmental protection and urban decay, the limits to growth, and the study of complex organizations. Emphasis on hands-on modelling using the computer. No prior computer experience is required. Enrollment limited to 25. Prerequisites: 250, 253, SOCIAL SCIENCE 190, and Mathematics 121, or permission of the instructor.

*Charles Staelin*

**B. Economic Theory****250a Intermediate Microeconomics**

An analysis of the forces governing resource allocation in a market economy.

Covers the theory of consumer, producer, and social choice. Attention to pricing under various market structures, and to the principles governing resource allocation when markets fail. The welfare implications of a decentralized price system examined. Prerequisite: 150.

*Cynthia Taft Morris*

Lec. M 9:20-11:10, T 9:20; M T 11:20, W 10:20

**250b A repetition of 250a**

*Deborah Haas-Wilson*

Lec. M T 11:20, W 10:20; dis. M T or W 2:10

**253a Intermediate Macroeconomics**

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153.

*Roger Kaufman*

Lec. W Th F 11:20; dis. Th or F 1:10 or F 9:20

**253b A repetition of 253a**

*Frederick Leonard*

Lec. W Th F 11:20; dis. W Th or F 1:10

**256a Marxian Political Economy**

Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150 and 153.

*Karen Pfeiffer*

T 4:10, Th 3:10-5

**270b History of Economic Thought**

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153.

*Robert Averitt*

M T Th 1:10

**280a Econometrics**

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: ECO 150, ECO 153, and Soc Sci 190 or MTH 247.

*Elizabeth Savoca*

M T W 8:20

**327b Seminar: Economic Methodology**

Topic for 1984-85: Economics of Organization. Application of economic theory to questions of institutional organization and behavior. Implications for the structure of business enterprises, bureaucratic behavior, governmental policy, and legal process. Analysis of contract, authority and influence as means of organizational coordination. Issues of methodological influence on analytical questions and conclusions. Prerequisite: 250a or b.

*Randall Bartlett*

T 2:10-4

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**C. The American Economy**
**215a Industrial Organization**

A study of industrial organization, including anti-trust policy, market structure, business conduct and performance, with stress on industrial concentration and its economic and social significance. Prerequisite: 250.

*Mark Aldrich*

M T W 8:20

**220a Labor Relations and Public Policy**

The development of the American labor force and labor movement. Employment conditions and labor relations in various sectors of the economy. The collective bargaining process and the evolution of public policy toward labor unions. Prerequisites: 150 and 153.

*Robert Buchele*

W 2:10, F 2:10-4

**221b Human Resources and Employment Policy**

The determinants of employment, earnings, and the distribution of income in the United States. Alternative theories of unemployment, poverty, and discrimination, with emphasis on empirical findings. The implications of alternative theories for social welfare policy. Prerequisites: 150 and 153. Recommended background: 250.

*Robert Buchele*

W F 1:10, Th 2:10

**222b Women's Labor and the Economy**

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women in the professions, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150.

*Susan Carter*

M 9:20-11:10, T 9:20

**224b Environmental Economics**

How the U.S. economic system shapes its natural and social environment. Environmental constraints on the economy. Alternative environmental policies critically examined. The debate over economic growth and the environment treated from an international perspective. Prerequisite: 150.

*Jens Christiansen*

M 11:20, T 10:20-12:10

**225a Political Economic Analysis**

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: Government 200b.

*Randall Bartlett*

W Th F 9:20



**230b Urban Economics**

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Prerequisites: 150 and 153.

*Randall Bartlett*

W F 1:10, Th 2:10

**[232b Economics and the Arts**

An examination of resource allocation in the arts, involving consideration of how the proportion of GNP devoted to the arts is determined; how the arts are financed and the effects of the various methods of finance on welfare; and how individual arts organizations sustain themselves within the constraints defined by their artistic goals.

Prerequisites: 150 and 153.]

**[243b Economics of the Public Sector**

The role of the public sector as a direct participant in market activities: its implication for allocation, distribution, and stabilization. Analytic tools developed in the course applied to contemporary policy problems. Prerequisite: 250 or permission of the instructor.

*Thomas Riddell*]

**245b Economics of Corporate Finance**

An investigation of the economic foundations for investment, financing, and related decisions in the business corporation. Economic, mathematical, and statistical concepts employed to establish relevant, explanatory decision models. Prerequisites: 250, Mathematics 121, and SOCIAL SCIENCE 190.

*Douglas Vickers*

M W 12:50-2

**255a Education and Public Policy**

Same as Public Policy 255a.

**[257a Growth and Crisis in the United States Economy**

Alternative theoretical approaches to understanding the dynamics of accumulation, the business cycle, the structural crises in a capitalist economy. Detailed analyses of the post-1945 U.S. economy from the Marx-

ian and post-Keynesian perspectives, with a focus on the determinants of unemployment, inflation, and the decline of economic growth in the 1970s and 1980s.

Prerequisites: 150 and 153. To be offered in 1985-86. (E)

*Karen Pfeifer*]

**275a Money and Banking**

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253.

*Robert Averitt*

T Th 12:50-2

**[283b American Economic History: Colonial Times to 1870**

Economic change in the United States, including the growth of markets, impact of British mercantilism, westward expansion and the transportation revolution, the rise of the factory, establishment of banks, transformation of agriculture, development of slavery, and the Southern economy and the economic causes and consequences of the Civil War. Quantitative methods in historical research introduced and critically evaluated. Prerequisites: 150 and 153.

*Susan Carter*]

**285b American Economic History: 1870-1950**

The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Prerequisites: 150 and 153.

*Mark Aldrich*

W Th F 9:20

**290a Economics of Defense**

The history, institution, operation, and effects of the defense economy in the United States, with a focus on the period since World War II. An examination of U.S. military forces, the defense budget, the mil-



itary contracting process, and the economic rationales for American foreign and military policy. Alternative theories of the role of military spending and its effects on the United States economy. Prerequisites: 150 and 153.

*Thomas Riddell*  
M T 11:20, W 10:20

### 315a Seminar: The Economics of Regulation

Current problems in government regulation of business. Traditional regulation and the more recent "social regulation." Proposals for reform and for deregulation studied from an efficiency and an interest-group perspective. Prerequisite: 250.

*Deborah Haas-Wilson*  
Th 7:30-9:30

### 317a Law and Economics

The application of microeconomic theory to the study of legal institutions and problems. Topics include the nature, variety and evolution of property rights; the problems of common pool resources including the oceans; the economics of tort, liability, and contract law; the efficiency and equity of the justice system; and the economic theory of the state. Prerequisite: 250.

*Charles Staelin*  
M T 9:20, W 3:10

### 325a Seminar: Problems in Macroeconomic Policy

Topic for 1984: The General Theory of John Maynard Keynes, 50 Years Later.

*Frederick Leonard*  
Th 3:10-5

### [326b Seminar: Topics in Macroeconomic Theory

Special topics in modern macroeconomic theory, including the effects of government deficits on capital accumulation, modern theories of unemployment and inflation, and their welfare costs. Emphasis on

both theoretical and empirical findings. Prerequisite: 253. To be offered in 1985-86.

*Elizabeth Savoca*

### 341b Seminar: Economics of Medicine

An examination of current economic issues in the health-care field, including costs of medical care, structure of the medical-care industry, utilization of medical services, and the role of medical insurance. Prerequisite: 250.

*Roger Kaufman*  
T 4:10, Th 3:10-5

## D. International and Comparative Economics

### 201b Problems of the Modern Economy

Topic for 1984-85: The Origins and Early Development of Capitalism in Europe. The nature and concept of capitalism. Economic structure and change in Europe at the end of the Middle Ages. The expansion of trade and the growth of towns. Agricultural change and population growth in the transition from feudalism to capitalism. The expansion of commercial capitalism and the economic crises of the sixteenth and seventeenth centuries. Protoindustrialization and the transformation of rural economies in the eighteenth century. The "European Miracle" or why industrial capitalism came to Europe first. Prerequisites: 150 and 153, or permission of the instructor.

*Cynthia Taft Morris*  
M T 11:20, W 10:20

### 205b International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flow of factors of production throughout the world economy. Topics include the pure theory of international trade, the development of the postwar world economy, issues of commercial policy and the rise of protectionism, international cartels, the impact of transnational firms, the brain drain, North-South

economic relations, and the prospects for the New International Economic Order.

Prerequisite: 250.

*Charles Staelin*

M T 9:20, W 3:10

#### 206a International Finance

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system, its past crises, and current prospects. Prerequisite: 253.

*Stuart Brown*

W F 12:50-2

#### [208b European Economic History

Covers the industrial revolutions of Northwestern Europe; the causes of economic backwardness and uneven growth in Eastern and Southern Europe; Europe and international capitalism (expansion, world war, and depression). Prerequisites: 150 and 153 or permission of the instructor. To be offered in 1985-86.

*Cynthia Taft Morris*]

#### 209b Comparative Economic Systems

A survey of various market and planned economies, including the Soviet Union, Cuba, Sweden, Japan, Eastern Europe, China, and Chile. Analytical emphasis on the distinction between planned and market economies, the role of incentives, resource allocation, distributional equity, and the interaction between political and economic factors. Comparative reference to other economies. Prerequisites: 150 and 153.

*Stuart Brown*

W Th F 11:20

#### 211a Economic Development

The economics of underdeveloped countries. Orthodox and Marxist theories of underdevelopment and development. The

imperialism controversy: special topics in development. Prerequisites: 150 and 153, or permission of the instructor.

*Nola Reinhardt*

W Th F 9:20

#### [213b The World Food System

Examines international patterns of food production and distribution. Considers major current issues such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third-World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third-World agriculture, environmental considerations of modern agricultural technology. Prerequisites: 150 and 153. To be offered in 1985-86.

*Nola Reinhardt*]

#### 214b Economics of the Middle East and North Africa

An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153.

*Karen Pfeifer*

W Th F 9:20

#### 236a Economic Anthropology

Same as Anthropology 236a.

#### 305a Seminar: International Economics

Special topics in international trade and commercial policy. Prerequisite: 205 or permission of the instructor.

*Charles Staelin*

M 2:10-4

#### 309b Seminar: Topics in Comparative Economic Systems

A detailed examination of the economic structures, policies, and performance of

selected advanced capitalist economies. Prerequisites: 209 and 250 or 253, or permission of the instructor.

*Jens Christiansen*  
T 2:10-4

### **311b Seminar: Topics in Economic Development**

A continuation of 211a. Treats special topics in the dynamics of growth and distributive justice, theories and strategies of institutional change, and problems of development planning in underdeveloped countries. For the paper, each student will study a different country. Prerequisites: 150, 153, and 211, or permission of the instructor. Recommended: 250.

*Cynthia Taft Morris*  
W 7:30-9:30

### **318b Seminar: Latin American Economics**

The structure and potential for development of selected Latin American economies. Prerequisites: 150 and 153, or permission of the instructor. Recommended background: 211 and/or 205, 206.

*Nola Reinhardt*  
Th 3:10-5

### **[331b Seminar on Topics in Anthropology** Same as Anthropology 331b.]

### **[335b Seminar: Technology, the Work Process, and Industrial Democracy**

Analysis of the experience with industrial democracy in capitalist and socialist countries, with attention to such topics as alienation and technology, division of labor and evolution of the work process, the role of organization and bureaucracy. Prerequisites: 150 and 153.]

### **301, 301a, 301b Special Studies**

Admission by permission of the department, for majors who have had four semester courses in economics above the introductory level.

## **The Major**

**Advisers:** Robert Averitt, Randall Bartlett, Stuart Brown, Robert Buchele, Susan Carter, Jens Christiansen, Deborah Haas-Wilson, Roger Kaufman, Cynthia Taft Morris, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist

**Adviser for Study Abroad:** Nola Reinhardt

Basis: 150 and 153.

Requirements:

1. SOCIAL SCIENCE 190 or Mathematics 246.
2. Nine semester courses including the basis, 250 and 253. Neither 223 nor 190 may be used to satisfy the minimum of nine semester courses in economics.

Economics credit will be given for Public Policy courses when taught by a member of the Economics Department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the College's requirements.

Majors may participate in the Semester in Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the Government major.

## **The Minor**

**Advisers:** Robert Averitt, Randall Bartlett, Stuart Brown, Robert Buchele, Jens Christiansen, Roger Kaufman, Fred Leonard, Cynthia Taft Morris, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

Requirements: six courses in economics. Three of these courses must include the basis (Economics 150 and 153) and either Economics 250 or 253. Any economics courses except 223 and 190 may be

included in the remaining three. Crediting procedures are the same as for the major.

## **Honors**

**Director:** Elizabeth Savoca.

**Basis:** 150 and 153.

### **501a Thesis.**

**Requirements:** 10 semester courses including the basis, SOCIAL SCIENCE 190 or Mathematics 246, 250, 253, and a thesis counting as one semester course. The thesis must be submitted to the director by the first day of the second semester.

**Examination:** honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.



## Education & Child Study

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### Professors

Lawrence A. Fink, Ed.D.  
Seymour William Itzkoff, Ed.D.  
Raymond A. Ducharme, Jr., Ed.D.

### Associate Professors

Alan L. Marvelli, Ed.D.  
\*\*Sue J. M. Freeman, Ph.D., Chair  
\*Alan N. Rudnitsky, Ph.D.,  
Acting Chair, second semester

### Assistant Professor

Cathy J. Hofer, Ph.D.

### Lecturers

John Joseph Feeney, M.Ed.  
Gordon L. Noseworthy, Ed.D.  
\*Karen Tarlow, D.M.A. (Music and Education  
& Child Study)

### Visiting Lecturer

Nicholas B. Paley, Ph.D.

### Lecturer and Practice

#### Teaching Supervisor

Barbara Fink, M.A.

### Practice Teaching

#### Supervisor

Martha Batten, M.Ed.

### Teaching Fellows

Marlene M. Ducharme, B.A.  
Mary A. Jackson, A.B.  
Lori A. Koss, A.B.  
Susan L. Robey, A.B.  
Danial Salvucci, B.S., M.E.D.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public elementary schools, including an *Approved Program* for interstate reciprocity, or with requirements for certificates in public secondary schools are urged to consult the department as early as possible during their college course.

## A. Historical and Philosophical Foundations

### 120b Education and the Liberal Arts

History of the development of the concept of a liberal arts education.

*Raymond Ducharme*

W 11:20, Th 10:20-12:10

### 121a Foundations of Education

The civilization and ideals of the Greeks and Romans. Education and the development of the individual. A study of the life

and writings of Socrates, Plato, Aristotle, Hadrian, Marcus Aurelius, and Augustine.

*Seymour Itzkoff*

M T 12:50-2

### 122b Foundations of Education

The Western conception of the educated person. Influence of Rousseau, Marx, Dewey, and others in the modern tradition in schooling and society.

*Seymour Itzkoff*

M T 12:50-2

### 200a Education in the City

Education problems of the inner city considered in the context of schools, teachers, students, and community.

*Nicholas Paley*

M 9:20-11:10, T 9:20

### 234a Modern Problems of Education

The politicization of education. Social issues in recent perspective as they impact on the American educational system. Con-

sideration of the relation between schooling, freedom, values, and the state.

*Seymour Itzkoff*

T 10:20-12:10, W 10:20

### 236a American Education

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order.

*Laurence Fink*

M T 8-9:10

### [237b Comparative Education

The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world.

T 10:20-12:10, W 10:20]

## B. The Educational Process

### 231a Child Care and Education in the Preschool Years

The influence of Froebel, Montessori, Dewey, Piaget, Kagan, Caldwell, and others. The child, theoretical assumptions, planning and curriculum development, environmental contexts, evaluation procedures, review of existing programs. Direct contacts with preschool children and conferences with professionals in the area. Required practicum, observations, and field trip.

*Cathy Hofer*

W 1:10-3

### 232b Foundations of Secondary Education

A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum, and contemporary problems. Directed classroom observation. Not open to freshmen.

*Barbara Fink*

T 4:10, Th 3:10-5

### 235a, 235b Child Growth and Development

A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational situations.

*Cathy Hofer*

T 10:20-12:10, W 10:20

### 238b Educational Psychology

The application of psychological principles of development, motivation, and learning to contemporary educational problems.

*Alan Rudnitsky*

M 9:20-11:10, T 9:20

### 239a Educational Counseling and Guidance

Study of various theories of counseling and their application to children and adolescents in educational settings.

*Sue Freeman*

Th 10:20-12:10, F 11:20

### [248a Special Education

A study of current ideas and trends in the educational, political, and social community of the exceptional child. Focus on issues and methodology that transcend specific disabilities. Observations in various settings. To be offered in 1985-86.

*Sue Freeman*]

### [331b Day Care: Comprehensive Theory and Practice

Historical overview; philosophy and theory; educational, legal and psychosocial considerations; current program emphasis; cross-cultural comparisons; organizational and administrative practices; future directions. Observation and practicum required. Prerequisite: 231a, 235a or b, Psychology 223a or b, or the equivalent. To be offered in 1985-86.]

### 332b Children's Literature

A historical and critical overview of books written since the fifteenth century for young readers, with special emphasis on

the distinctive genres. Attention to developing literary styles, the relationship of art/text, and the milestone books, authors, and illustrators. Admission by permission only. Not open to freshmen.

Th 7:30-9:30

### 333b Computers in Education

A study of the scope and effects of various computer applications in education. Educational software will be evaluated and created. Appropriate goals and methods for teaching programming and using computers in schools will be examined. Students will become proficient in the language LOGO. Admission by permission of the instructor.

*Alan Rudnitsky*

Lec. Th 3:10-5; two hrs. lab.

### 338a The Reading Process

The nature of language and meaning. Psycholinguistic issues in the teaching of beginning and fluent reading. Recognizing reading disabilities. Analysis of reading methods and programs.

*Seymour Itzkoff*

M 7:30-9:30

### 339b Diagnosis and Remediation of Reading Disabilities

Definition and diagnosis of reading disabilities with particular reference to medical and psychoeducational models. Examination of diagnostic techniques in connection with strategies of remediation. Research regarding methodological effectiveness.

*Nicholas Paley*

F 9:20-11:10

### [341a The Child in Modern Society

The place of the child in society; a study of the normal interactions of children and adolescents with educational and social agencies and systems. To be offered in 1985-86.]

### 347a Individual Differences in the Schools

Examination of research on individual differences and their consideration in the teaching-learning process.

*Sue Freeman*

F 9:20-11:10

### 349b Children Who Cannot Hear

Educational, social, and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of hearing-impaired children.

*Alan Marvelli*

Th 9:20, F 9:20-11:10

### [350b Learning Disabilities

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems. To be offered in 1985-86.

*Sue Freeman*]

### 353b Education of the Gifted

What is giftedness and talent? The complexity of human intelligence. Identification and educational development of ability. The social significance of the gifted.

*Seymour Itzkoff*

W 7:30-9:30

### 356b Curriculum Principles and Design

An examination of curriculum principles and theory and their impact on recent educational practice. Students will also be introduced to a systematic approach for educational planning. Each student will design a unit or course. Background in philosophy or foundations of education and learning theory as well as proficiency in a subject area are recommended. Admission by permission of the instructor.

*Nicholas Paley*

Hours to be announced



### C. The Following Courses Offer Opportunities for Intern Teaching

#### [305a The Teaching of Art

Methods and materials for teaching visual arts in the elementary classroom. Admission by permission of the instructor. Offered in alternate years. To be offered in 1985-86.

*Cathy Topal]*

#### 311a, 311b The Teaching of Physics

Same as Physics 311a, 311b.

#### 316b The Teaching of Music

Methods and materials, K-12. Designed for music majors and for education majors with no previous musical training, although ability to read music is helpful. Emphasis on coordination of musical activities with education curriculum and on understanding and communication of elementary musical aesthetic concepts through these activities. Admission by permission of the instructor. Offered in alternate years.

*Karen Tarlow*

Th 3:10-5

#### 345 Preschool and Elementary Curriculum and Methods

A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor. Pre-registration meeting scheduled in April.

*Cathy Hofer, Nicholas Paley, Martha Batten, and members of the department*

T 2:10-4

#### 346a, 346b Curriculum and Methods in Secondary Schools

Two class hours and directed teaching for students for whom no special methods course is available. Recommended back-

ground: 232b. Admission by permission of the instructor.

*Barbara Fink*

Hours to be arranged

#### 381a The Teaching of History and the Social Studies

A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary-school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232b. Admission by permission of the instructor.

*Barbara Fink*

Hours to be arranged

### D. Seminars and Special Studies

#### 301a, 301b Special Studies

#### 323a Seminar in Humanism and Education

Topic for 1984-85: Women's Personal and Professional Dilemmas.

*Sue Freeman*

Hours to be arranged

#### [336b Seminar in American Education

To be offered in 1985-86. (Field A)

*Raymond Ducharme]*

**340b** A colloquium integrating Fields A and B: Historical and Philosophical Perspectives and the Educative Process. Open only to senior majors.

*Laurence Fink*

M 2:10-4

### E. Graduate

Advisers: members of the department.

#### 400, 400a, 400b Research and Thesis

*Members of the department*



**401a, 401b Advanced Studies**

Open to seniors by permission of the department.

*Members of the department*

**410b Development of Children and Adolescents in Modern Society**

An in-depth study of interactions of children and adolescents with educational and social agencies and systems. Open to seniors by permission of the instructor.

*Cathy Hofer*

Hours to be arranged

**440b Research in Education**

Training in research methodology and critical reading of educational research studies. An introductory course for prospective consumers and/or producers of educational research. Open to seniors by permission of the instructor.

*Alan Rudnitsky*

M 7:30-9:30

**452a Perspectives on American Education**

Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees.

*Raymond Ducharme*

Th 3:10-5

**[454b Cognition and Instruction]**

A seminar focusing on the latest developments in the cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. To be offered in 1985-86.

*Alan Rudnitsky*

**459a, 459b Intern Teaching**

*Members of the department*

**The Major**

**Director of Teacher Education:** Alan Rudnitsky.

**Advisers:** members of the department.

**Adviser for Study Abroad:** Seymour Itzkoff.

**Requirements:** 10 semester courses selected in consultation with the major adviser: usually they will consist of three courses in Field A; three courses in Field B; 345; an additional advanced course; and 340b taken in the senior year.

Students may elect to major without a practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

**The Minor**

**Required courses:** EDC 235, Child Growth and Development; EDC 238, Educational Psychology.

**Areas of concentration:** four courses from an area of concentration. Courses accompanied by an (e) are elective. The specific courses taken by a student are worked out with a faculty adviser.

**(a) Special Needs**

**Advisers:** Sue Freeman, Alan Marvelli.

- [EDC 248a Special Education]
- EDC 339b Diagnosis and Remediation of Reading Disabilities (e)
- EDC 347a Individual Differences in the Schools (e)
- EDC 349b Children Who Cannot Hear (e)
- [EDC 350b Learning Disabilities (e)]
- EDC 353b Education of the Gifted (e)

**(b) Child Development/Early Childhood**

**Advisers:** Cathy Hofer, Sue Freeman.

- EDC 231a Child Care and Education in the Preschool Years

- [EDC 331b Day Care:  
Comprehensive  
Theory and Practice  
(e)]
- [EDC 341a The Child in Modern  
Society (e)]
- EDC 345 Preschool and  
Elementary  
Curriculum and  
Methods (e)
- EDC 347a Individual Differences  
in the Schools (e)
- EDC 410b Problems of Children  
and Adolescents in  
Modern Society (e)

### (c) Learning and Instruction

Advisers: Alan Rudnitsky, Cathy Hofer.

- EDC 231a Child Care and  
Education in the  
Preschool Years (e)
- EDC 232b Foundations of  
Secondary Education  
(e)
- EDC 333b Computers and  
Education (e)
- EDC 338a The Reading Process  
(e)
- EDC 345 Preschool and  
Elementary  
Curriculum and  
Methods (e)
- EDC 356 Curriculum Principles  
and Design (e)
- EDC 440b Research in Education  
(e)

- [EDC 454b Cognition and  
Instruction (e)]

### (d) Secondary Teaching

Advisers: Raymond Ducharme, Lawrence Fink.

- EDC 232b Foundations of  
Secondary Education
- EDC 346 Curriculum and  
Methods in Secondary  
Schools
- EDC 301 Special Studies  
(student teaching)
- EDC 347a Individual Differences  
in the Schools (e)

One course from Field A (e)

### Student-Initiated Minor

Requirement: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

### Honors

Director: Cathy Hofer, first semester; Alan Rudnitsky, second semester.

#### 501, 501a Thesis.

Requirements: those listed in the major; thesis (501, 501a) equivalent to either a one- or two-semester course in the senior year.

One examination in the candidate's area of concentration.

## English Language & Literature

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### Professors

Robert Torsten Petersson, Ph.D.  
Kenneth Amor Connelly, Jr., Ph.D.  
Vernon Judson Harward, Jr., Ph.D.

†Paul Pickrel, Ph.D.

\*Frank H. Ellis, Ph.D.

Richard Benjamin Young, Ph.D.

Francis Murphy, Ph.D.

William Hoover Van Voris, Ph.D.

Elizabeth Gallaher von Klemperer, Ph.D.,

Chair

Harold Lawrence Skulsky, Ph.D.

### Visiting Professor

<sup>2</sup>Vincent DiMarco, Ph.D.

### Writer in Residence

Richard Wilbur, A.M., D.Litt., L.H.D.

### Associate Professors

\*Joan Maxwell Bramwell, M.A.

Dean Scott Flower, Ph.D.

Margaret L. Shook, Ph.D.

Nora Crow Jaffe, Ph.D.

William Allan Oram, Ph.D.

\*\*Elizabeth Wanning Harries, Ph.D.

\*Susan R. Van Dyne, Ph.D.

†Jefferson Hunter, Ph.D.

### Assistant Professors

\*\*Patricia Lyn Skarda, Ph.D.

Joan H. Garrett-Goodyear, Ph.D.

\*\*Douglas Lane Patey, Ph.D.

\*Charles Eric Reeves, Ph.D.

Jenefer Shute, M.A.

Ronald Russell Macdonald, Ph.D.

Richard Millington, Ph.D.

### Lecturers

Sharon Cadman Seelig, Ph.D.

Steven Berrien, M.A.

Patricia Sweetser, Ph.D.

### Visiting Lecturers

Ann Edwards Boutelle, Ph.D.

<sup>1</sup>Lois Rosenberg Ebin, Ph.D.

Maud Ellmann, D.Phil.

### Adjunct Lecturer

Elizabeth Loudon, M.A.

Students contemplating a major in English must take as the basis either English 207 or GENERAL LITERATURE 291. English majors are encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, and theatre. Any student may receive credit for only two colloquia.

English 111 may be repeated but only with a different instructor and with the permission of the director.

Students who received scores of 4 and 5 on the Advanced Placement tests in English will not receive credit for English 111.

## Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. Second-semester courses are open to students whether or not they have taken the first semester. Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For writing courses which may be counted toward the major, see Requirements for the major.

### 111a Forms of Writing

Conducted as writing workshops in sections of 15 students, this course provides systematic practice in writing, with empha-

sis on expository prose. Some reading for purposes of illustration.

*William Van Voris, Director*

M 9:20-11:10, T 9:20; M 11:20, T W 10:20;

M T 1:10, W 2:10; T Th 1:10, W 2:10;

W Th F 9:20; W Th F 11:20

### 111b A repetition of 111a

*Susan Van Dyne, Director*

M 9:20-11:10, T 9:20; M T Th 1:10; W Th F 11:20

### 112b Writing for Foreign Students

A course in English composition for students whose native language is not English, designed to develop skills of coherent argument, clear writing and accurate reading. Limited to 15 students. (E)

*Elizabeth Loudon*

M T W 8:20

### 250a Writing about American Social Issues

Same as American Studies 250a.

### 258a Advanced Essay Writing

Emphasis on such practical problems as designing an argument, using evidence, and controlling diction and tone. Reading and analysis of a wide variety of essays.

Admission by permission of the instructor.

*Joan Garrett-Goodyear, Director.*

*Joan Garrett-Goodyear, T 4:10, Th 3:10-5*

*Patricia Skarda, Th 3:10-5*

*Nora Jaffe, Th 7:30*

### 258b A repetition of 258a

*William Van Voris, Director.*

*William Van Voris, M T 9:20, W 3:10*

*Maud Ellmann, M 11:20, T W 10:20*

*Ann Boutelle, Th 3:10-5*

### 260a Writing Poetry

Admission by permission of the instructor.

*William Van Voris*

M 7:30-9:30

### 260b Writing Poetry

Admission by permission of the instructor.

*Margaret Shook*

T 2:10-4; Th 2:10

### 261a Writing Short Stories

Admission by permission of the instructor.

*Dean Flower*

Th 3:10-5

### 261b Writing Short Stories

Admission by permission of the instructor.

*Joan Bramwell*

Th 3:10-5

### 360a Seminar in Advanced Poetry Writing

Admission by permission of the instructor.

*Richard Wilbur*

M 2:10-4

## First-Level Courses in Literature

### 120a Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Recommended for freshmen and sophomores. *William Oram, Director.*

#### A. Fiction

A study of the novel, novella, and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence, and Woolf.

*Maud Ellmann, Lois Ebin, Ann*

*Boutelle, Kenneth Connolly, William Oram*

M T W 8:20; M 9:20-11:10, T 9:20;

M T 1:10, W 2:10; M T W 1:10;

W Th F 9:20

#### B. Southern Fiction

The South as place and myth in modern fiction. Intensive study of short stories and novels by Twain, Faulkner, Toomer, Wright, Agee, Porter, Welty, O'Connor, and others. *Elizabeth Harries, Steven Berrien*  
T 10:20-12:10, W 10:20; M 9:20-11:10, T 9:20



**C. Short Poems: An Introduction to Poetry**

Study of the elements of lyric poetry, with emphasis upon such poets as Sidney, Donne, Keats, Yeats, Stevens, and selected contemporary poets.

*Elizabeth von Klemperer, Richard Young*

W Th F 9:20; W Th F 11:20

**D. The Gothic in Literature**

Terror, guilt, and the supernatural in novels, tales, and poems from the eighteenth to the twentieth century.

Authors include Walpole, Lewis, Jane Austen, Coleridge, Mary Shelley, Byron, the Brontës, and James.

*Nora Jaffe*

W Th F 9:20

**E. Satire**

The aims and techniques of invective, abuse, and stylish denunciation in Jonson, Swift, Twain, Waugh, Gibbons, and others.

*Douglas Patey*

W Th F 11:20

**F. Hero and Anti-Hero**

A study of the hero in the classical, Judaeo-Christian, and modern worlds.

*Frank Ellis*

M 11:20, T W 10:20

**G. Love and the Literary Imagination**

A study of the way literary convention shapes and interprets the experience of love. Readings in both poetry and fiction, emphasizing such authors as Shakespeare, Austen, Keats, the Brontës, Yeats, and Lawrence.

*Joan Garrett-Goodyear*

W Th F 11:20

**H. Reading Drama**

A survey of dramatic genre from Shakespeare to Beckett. Wilde, Shaw, O'Neill, Williams, and Lanford

Wilson are among the playwrights to be studied.

*Francis Murphy*

M T 11:20, W 10:20

**I. Comic Drama**

Plays by Jonson, Shakespeare, Shaw, Beckett, and others, with emphasis on traditional themes and techniques of comic writing and stagecraft.

*Harold Skulsky*

M T 11:20, W 10:20

**J. Film and Literature**

A comparative study, with special emphasis on questions of narrative form. Problems in twentieth-century art, politics and culture addressed through films by Eisenstein, Chaplin, Welles, Fellini, Bergman, Antonioni, and Godard, in conjunction with various modern texts. Viewing times at T 2:10-4 and W 7:30-9:30.

*Jenefer Shute, Robert Petersson, Dean Flower*

M 11:20, T W 10:20; T Th 1:10, W 2:10; W Th F 9:20

**K. Medieval Narrative**

A study of epics and sagas in translation from the literatures of England, France, Germany, Scandinavia, and Ireland.

*Vernon Harward*

M T 9:20, W 3:10

**L. Poet-Novelists: Thomas Hardy and D. H. Lawrence**

The interplay between their techniques in prose and poetry and their criticism of progress and its anarchies in English culture.

*Patricia Skarda*

M 9:20-11:10, T 9:20

## 120b Colloquia in Literature

Sharon Seelig, Director.

### A. Fiction

*Eric Reeves, William Van Voris,  
Maud Ellmann, Sharon Seelig,  
Vernon Harward*

M T W 8:20; M T 11:20, W 10:20; M T  
1:10, W 2:10; W Th F 11:20; T 4:10,  
Th 3:10-5

### B. The Gothic in Literature

*Joan Bramwell*

W Th F 11:20

### C. The Literature of New England

Works by Emerson, Hawthorne,  
Thoreau, James, Sarah Orne Jewett,  
and Robert Lowell.

*Frank Murphy*

M T 11:20, W 10:20

### D. The American Dream

A study of the recurring myth of  
innocence and success in works by  
Franklin, Dreiser, Fitzgerald,  
Faulkner, and others.

*Richard Millington*

W 3:10, Th F 8:20

### E. Love and the Literary Imagination

*Nora Jaffe*

W Th F 9:20

### F. Reading Shakespeare

*Ronald Macdonald*

W Th F 9:20

### G. Tragic Drama

*Harold Skulsky*

W Th F 9:20

### H. Reading and Writing Stories

Reading of short stories from the  
point of view of the would-be  
writer, with special attention to  
such problems as dialogue,  
narration, characterization, and  
style. Writing includes analysis,  
imitation or parody, and original  
stories.

*Dean Flower*

W F 1:10, Th 2:10

## Second-Level Courses

### 200a Survey of Afro-American Literature: 1760 to the Present

Same as Afro-American Studies 200a.

### 201b The Reading of Poetry

A practical study of the lyric, involving the  
frequent writing of critical papers and  
stressing the detailed analysis of the formal  
elements of poetry—tone, diction, meter,  
metaphor, and structure—through compar-  
ison of lyrics in a variety of styles and his-  
torical periods. Prerequisite: one college-  
level course in literature.

*Francis Murphy*

M T 1:10, W 2:10

### 207 The Development of English Literature

A study of its traditions, conventions, and  
themes. Two hours of lecture, two hours of  
discussion. Vernon Harward, Director, first  
semester; Nora Jaffe, Director, second  
semester.

*Vernon Harward, William Oram, Sharon  
Seelig, first semester; Nora Jaffe, Margaret  
Shook, Joan Garrett-Goodyear, second  
semester*

W F 11:20, Th 10:20-12:10

### [210b The English Language

A linguistic and literary history of the  
English language from its Anglo-Saxon  
origins to the present.]

### [211a Old English

A survey of the language and literature in  
English before 1066. Selections in verse  
and prose read in the original language,  
along with some background reading in  
Anglo-Saxon history and culture.]

### [211b Beowulf

A close study of this poem in the original  
language, with some attention to sources  
and analogues. Prerequisite: 211a or, with  
the permission of the instructor, other pre-  
vious study of the language.]

**214a Chaucer**

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature.

*Lois Ebin*

M 11:20, T 10:20-12:10

**214b A repetition of 214a.**

*Vincent DiMarco, Vernon Harward*

M 9:20-11:10; W Th F 9:20

**[215a Medieval Literature**

A study of Chaucer's *Troilus and Criseyde* and of his dream poems; selected readings from other works in the period, including those by the *Gawain* poet.]

**[217b Sixteenth-Century Literature**

Nondramatic literature of the English Renaissance. Genres treated include romance epic, pastoral, satire, dialogue, erotic epyllion, lyric, Ovidian, Petrarchan, and Neoplatonic treatments of love. Wyatt, More, Sidney, Spenser, Marlowe, Shakespeare, and others.]

**218a Shakespeare**

*Romeo and Juliet, 1 Henry IV, 2 Henry IV, As You Like It, Measure for Measure, King Lear, Antony and Cleopatra, The Tempest.* Richard Young, Director.

*Harold Skulsky, Robert Petersson, Richard Young*

M T W 8:20; M 11:20, T 10:20-12:10,

W 10:20; W Th F 9:20

**218b Shakespeare**

*Richard III, Richard II, The Merchant of Venice, Hamlet, Twelfth Night, Othello, Macbeth, The Winter's Tale.* Harold Skulsky, Director.

*Harold Skulsky, William Oram, Sharon Seelig*

M T W 8:20; M 11:20, T 10:20-12:10, W 10:20; W Th F 9:20

**220b Milton**

The last major Renaissance humanist in his multiple role as revolutionary libertarian,

master of Baroque style, educational theorist, and Attorney for the Defense of God

*Eric Reeves*

W Th F 9:20

**221b Seventeenth-Century Poetry**

Discussion of the major figures, Donne, Herbert, Jonson, and Marvell, and some important poems by their contemporaries. Emphasis on poetic forms, conventions, and imagery.

*Harold Skulsky*

W Th F 11:20

**223a Pope, Swift, and Their Circle**

Discussion of the major figures, Pope and Swift, together with their contemporaries, Defoe, Prior, Addison, Shaftesbury, and Gay.

*Nora Jaffe*

W Th F 11:20

**[224b The Age of Johnson**

Biography, autobiography, history, politics, essays, plays, and fiction, 1740-1800. Discussion of the major figures: Johnson, Boswell, Burke, Gibbon, Goldsmith, and others.]

**[225a The Age of Sensibility**

Romantic tendencies in the eighteenth century: sentimental comedy, rediscovery of Nature, primitivism and progress, Gothic novel, and related topics. To be offered in 1985-86.

*Frank Ellis]*

**226a The English Novel**

Lectures, with occasional discussion, on the major English novelists from Defoe to Thackeray. Emphasis on the novel as art, with some attention to biographical and social background.

*Douglas Patey*

T Th 1:10, W 2:10

**226b The English Novel**

Lectures, with occasional discussion, on the major English novelists from Dickens to the present. Emphasis on the novel as art, with some attention to biographical and social background.



*Joan Garrett-Goodyear*

T Th 12:50-2, W 2:10

### 227a The Romantic Poets

A generic study of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, with emphasis on Romantic epics of expanded consciousness, poetry of romantic love, verse satire, elegiac poetry, the meditative lyric, and the poets' criticism.

*Patricia Skarda*

M T 1:10, W 2:10

### 227b Victorian Poetry and Prose

In 1984-85, texts by Carlyle, Tennyson, the Brownings, Arnold, Ruskin, the Pre-Raphaelites, Pater, and Hopkins, and representative examples of visual art, studied in a context of changing social, religious, and cultural concerns.

*Elizabeth von Klemperer*

W Th F 11:20, Th 10:20 at the option of the student

### [228b Twentieth-Century Canadian Literature

See Five College Course Offerings by Five College Faculty, pp. 285-90.]

### 229b English and Irish Drama since 1850

Selected plays by Wilde, Shaw, Yeats, O'Casey, D. H. Lawrence, T. S. Eliot, Beckett, Pinter, and others in the context of popular melodrama and comedy. Emphasis on the ways major writers use dramatic conventions to reveal aesthetic, religious, social, and political values.

*William Van Voris*

M T 1:10, W 2:10

### 230a Yeats and Joyce

*Yeats's Collected Poems*; *Joyce's Portrait of the Artist and Ulysses*.

*Kenneth Connelly*

M T 11:20, W 10:20

### [231b American Literature from 1620 to 1820

A survey of major figures: Bradford, Winthrop, Mather, Bradstreet, Taylor, Edwards, Franklin, Jefferson, Cooper, Irving, and Bryant.]

### 232b American Literature from 1820 to 1865

A survey of major figures: Emerson, Thoreau, Whitman, Poe, Hawthorne, Melville, and Dickinson.

*Susan Van Dyne*

W Th F 9:20

### 233a American Literature from 1865 to 1914

A survey of major figures: Twain, Howells, James, Whitman, Jewett, Chopin, Wharton, and Dreiser.

*Dean Flower*

W Th F 11:20

### 234a Modern American Writing

Topic for 1984-85: American Modernism. The work of Eliot, Pound, Crane, Stevens, Frost, Williams, Faulkner, Stein, and Hemingway, with occasional examination of the painting of the period.

*Francis Murphy*

M T 1:10, W 2:10

### [235a Recent American Writing

A survey with particular emphasis on Welty, Nabokov, O'Connor, Updike, Lowell, and Merrill. To be offered in 1985-86.]

### 237a Comparative Black Poetry

Same as Afro-American Studies 237a.

### [237b Major Black Writers: Fiction

Same as Afro-American Studies 237b.]

### 238b Romanticism

Same as Comparative Literature 238b.

### 239a American Women Poets

A study of selected women poets in the twentieth century including, among others, Dickinson, Moore, Bishop, Brooks, Sexton, Plath, and Rich, with some attention to their male contemporaries. Prerequisite: a college-level course in literature.

*Margaret Shook*

M 11:20, T W 10:20

### [240a The Tragic Muses

Understanding of tragic form and tragic vision. An organization of plays, films,



poetry, painting, opera, and tragic theory. Materials include Aristotle, Beckett, Dos-  
toevsky, Fellini, Lorca, Rembrandt, Shake-  
speare, Sophocles, Unamuno, Verdi.]

**[241a Idea and Form in Twentieth-  
Century Fiction]**

The modern novel with particular emphasis  
on Proust, Kafka, Camus, Faulkner, and  
Beckett.]

**[243b Practical Criticism]**

Through the reading of selected poems and  
stories and the application of some insights  
of Aristotle, the New Critics, and the struc-  
turalists, this course undertakes to furnish  
any reader with something to say about lit-  
erature and the terms in which to say it.]

**[244a Literary Criticism from Sidney to  
the Present]**

A study of the development of Anglo-  
American literary criticism. Particular atten-  
tion to critics who are poets and to the var-  
iously intimate relations between critical  
and literary activities. Some consideration  
of the ways in which the critical tradition  
helps to define contemporary issues in lit-  
erary theory. To be offered in 1985-86.]

**245a British Literature from 1900 to  
1935**

Major works of modern British poetry,  
drama, and fiction. Yeats, Forster, Joyce,  
Shaw, the War poets, Eliot, Woolf, Law-  
rence, Huxley.

*Maud Ellmann*

W Th F 9:20

**246b British Literature since 1935**

British literature, culture, and politics since  
World War II, with particular attention to  
the writer's changing role. Readings in  
Auden, Orwell, Beckett, Pinter, Lessing,  
Stoppard, D. M. Thomas, and others.

*Jenefer Shute*

M 11:20, T W 10:20

**291 A Survey of Selected Literary  
Masterpieces from Homer to Tolstoy**

Same as GENERAL LITERATURE 291. See Inter-  
and Extra-Departmental Course Offerings,  
pp. 283-85.

**292a Mutilated Manuscripts**

Same as Comparative Literature 292a.

**294a Literature and Politics in England,  
1660-1714**

Same as HISTORY AND LITERATURE 294a. See  
Inter- and Extra-Departmental Course  
Offerings, pp. 283-85.

**[295a The Imagination and the City]**

Same as Comparative Literature 295a.]

**296a Proseminar: The Comparatist's  
Perspective on Literature**

Same as Comparative Literature 296a.

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### Third-Level Courses

All third-level courses are seminars and  
consequently limited to 12 unless other-  
wise noted. They are open to seniors, to  
juniors, and to sophomores who have com-  
pleted English 207 or GENERAL LITERATURE  
291.

**301, 301a, 301b Special Studies**

Independent study, normally for majors.  
Students should not expect to sign up for  
Special Studies unless they are unusually  
well qualified to explore a special area of  
reading and research which is not covered  
by a course already listed in the *Catalogue*.  
Approval of the instructor and department  
chair is required.

**309a Arthurian Literature of the Middle  
Ages**

Same as Comparative Literature 309a.

**[310a Medieval Poetry and Drama]**

To be offered in 1985-86.]

**312a Special Topics in Shakespeare***Richard Young*

T 2:10-4

**[313a The English Drama in the Age of Shakespeare**

Form and theme in the plays of Shakespeare and his contemporaries—e.g., Marlowe, Kyd, Jonson, Webster, Tourneur, Middleton; the Shakespeare plays will be determined by the needs and interests of the members of the seminar. To be offered in 1985-86.]

**315a The Age of Baroque**

Five Great Masters: Bernini, Shakespeare, Donne, Rembrandt, Milton. (Also limited attention given to Caravaggio, Herbert, Velasquez, and Vermeer.) Recommended background: literature and art of earlier centuries. Juniors and seniors.

*Robert Petersson*

Th 7:30-9:30

**[317b Topics in Seventeenth- and Eighteenth-Century English Literature**

To be offered in 1985-86.]

**[318a The Realistic Mode**

Same as Comparative Literature 318a. To be offered in 1986-87.]

**[320a Studies in Nineteenth-Century Poetry**

To be offered in 1985-86.]

**[321b Ballad**

The ballad as an art form: its types, origins, intrinsic values, literary adaptations, and discography. To be offered in 1985-86.]

**322b Romantic Poetry**

Topic for 1984-85: Blake, Shelley, and Yeats. A study of these poets as myth makers, with some attention to the mythological and philosophical systems that influenced their thought and art.

*Margaret Shook*

M 2:10-4

**[325b Studies in Nineteenth-Century Fiction]****327a Aestheticism and Decadence**

The opposition of art to modern life from Poe through Baudelaire, the Pre-Raphaelites, Pater, Huysmans, and others to Wilde and his associates, with attention to such themes as the femme fatale, interior worlds, the self as artifact, and the analogies between language and other media.

*Elizabeth von Klemperer*

T 4:10, Th 3:10-5

**328b James Joyce**

A study of Joyce's major works, with particular emphasis on *Ulysses*.

*Maud Ellmann*

M 7:30

**330a Modern British and American Poetry***Francis Murphy*

M 2:10-4

**[331a Modern Fiction**

Issues and problems (self-dramatizing, randomness and casual design, the role of myth, fictional games, vagaries in time) in novels and stories by such authors as Flaubert, Conrad, Ford, Kafka, Borges, Beckett, and Nabokov.]

**[332b D. H. Lawrence**

A study of the poetry and major fiction in relation to Lawrence's life and his aesthetic and intellectual concerns.]

**[333a A Major British or American Writer]****338b William Faulkner**

Study of the major fiction from 1929 to 1942, with emphasis on Faulkner as a modernist and not merely as a Southern writer.

*Dean Flower*

W 7:30

**339b American Literature**

Authorship and authority in American fiction. A study of works that exhibit or explore the uneasiness about the value of fiction making that characterizes American literature—and of works that, conversely, propose storytelling and interpretation as

potent ways out of the habits of mind that entrap us. Hawthorne, Twain, Howells, James, Wharton, Cather, Hemingway, Hurston, Faulkner.

*Richard Millington*  
Th 3:10-5

#### **340b Heroic and Pastoral**

Topic for 1984-85: Tradition and Experiment in the Epic and Pastoral Mode. The functions of escape. Special emphasis on the transformation of the pastoral mode in the Renaissance and the nineteenth century. Authors read will include Virgil, Spenser, Shakespeare, Milton, Blake, Wordsworth, and at least one modern writer.

*William Oram*  
T 2:10-4, Th 2:10

#### **[341b Religious Poetry**

Problems arising from two periods of theological and poetic change, the Renaissance and the twentieth century: tension between traditional religious language and individual, empirical observation; the special goals, limitations, and innovations of religious poets; and problems of belief, then and now. Emphasis on such poets as Donne, Herbert, Vaughan, Hopkins, Eliot, and Sexton.]

#### **342a Comedy**

The evolution of comedy on the stage from Aristophanes to Oscar Wilde.

*Frank Ellis*  
T 2:10-4

#### **[343a Satire**

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Jonson, Swift, and Pope to Byron, Waugh, West, and Vonnegut.]

#### **346b Literary Perspectives on Women**

Topic for 1984-85: Feminist Literary Theory: Texts and Contexts. The methods and assumptions of feminist literary criticism,

tested in reading a number of texts by English, American, and French women writers. The variety of feminist critical approaches, such as Marxist, myth or archetypal, post-structuralist, psychoanalytic. Readings in Helene Cixous, Jonathan Culler, Simone de Beauvoir, Sandra Gilbert and Susan Gubar, Annette Kolodny, Elaine Showalter, Barbara Smith, Virginia Woolf and others.

*Susan Van Dyne*  
W 7:30

#### **[347a T. S. Eliot**

A study of his poems and plays in relation to his criticism and the sources of his art.]

#### **[353a Sonnets and Sonnet Cycles**

Same as Comparative Literature 353a.]

## **Graduate**

#### **401. 401a, 401b Graduate Special Studies**

Independent study for graduate students. Admission by permission of the chair.

## **The Major**

**Advisers:** Joan Bramwell, Frank Ellis, Dean Flower, Joan Garrett-Goodyear, Elizabeth Harries, Vernon Harward, Nora Jaffe, Ronald Macdonald, Richard Millington, Francis Murphy, Eric Reeves, Sharon Seelig, Margaret Shook, Patricia Skarda, Harold Skulsky, William Van Voris.

**Adviser for Study Abroad:** Frank Ellis.

The purpose of the English major is to develop a critical and historical understanding of English and American literature and language.

**Requirements:**

- (1) 207 or 291;
- (2) 214a or b;
- (3) 218a or b;
- (4) eight additional courses, subject to the following qualifications:



- (a) one of these must be taken in Medieval or Renaissance literature (211a or b, 215a, 217b, a second semester of 218a or b, 220b, 221b, 309a, 310a, 312a, 313a, 315a);
  - (b) one of these must be taken in literature written between 1660 and 1830 (223a, 224b, 225a, 226a, 227a, [231b], 238b, 294a, [317b], 322b, [343a]);
  - (c) not more than two colloquia (120a or b) and one course in advanced writing (258a or b, 260a or b, 261a or b, 360a) or one colloquium and two courses in advanced writing may be counted toward the major (no colloquia or writing courses are required for the major);
- (5) the following substitutions are possible for the requirements listed under (4):
- (a) students who take both survey courses (207 and 291) may omit requirements 4a and 4b;
  - (b) two semester courses in Greek, Latin, French, German, Italian, Portuguese, Spanish, or Russian literature (not language) may be counted.

No required courses may be taken for an S/U grade except for one course in writing.

## The Minor

**Advisers:** members listed in the *Catalogue* as advisers for the major will also serve as advisers for the minor.

The minor may take one of three forms:

- (a) emphasis on literature: 207; one course on a major figure (Chaucer,

Shakespeare, Milton); and two courses in British or American literature above the 100 level;

- (b) emphasis on American literature: 232; 233; one course in American or Afro-American literature above the 100 level; one English Department seminar or Special Studies of which at least half deals with American or Afro-American literature; and one appropriate course in British literature above the 100 level;
- (c) emphasis on writing: two courses on literary genre (fiction, poetry); and three writing courses, all above the 100 level.

## Honors

**Directors:** for the Class of 1985, Dean Flower; for the Class of 1986, Harold Skulsky.

### 501a Thesis.

**Requirements:** Students in honors must fulfill the general requirements of the major. They will normally be given priority in seminars. In the first semester of the senior year they will present a thesis (501a) to count for one semester course beyond the 12 courses in English required for the major. In either the first or second semester of the senior year, they may carry three rather than four courses. Preference will be shown applicants with B+ marks in literature courses or with strong faculty recommendations.

**Examination:** The honors examination will be formulated in a way that tests the student's knowledge of different periods and genres in English and American literature. The examination will be taken in the spring of the senior year.



## Exercise & Sport Studies

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### Associate Professors

Rita May Benson, M.S.

Caryl Miriam Newhof, M.S., Chair

†Martha Clute, A.M.

\*\*Donald Steven Siegel, Ed.D.

\*James H. Johnson, Ph.D.

### Assistant Professor

Barbara A. Brehm, Ed.D.

### Instructor

Joan L. Neide-Knox, M.A., M.S.

### Teaching Fellows

Ann M. Foley, B.S.

Elizabeth A. McMahon, B.S.

Kristin D. Powell, B.A.

Annabel Prins, B.S.

Elizabeth Kocot, A.B.

Rosemarie Chambers, B.S.

Donna M. Smyth, B.S.

Susan K. White, B.Ed.

Maureen Pine, B.A.

## A. Theory Courses

### 100a Introduction to Exercise and Sport Studies

A survey of the major subdisciplines of exercise and sport studies, including sports history and philosophy, sport psychology and sociology, exercise physiology and biomechanics, and health behavior.

*Barbara Brehm, Joan Neide-Knox, Donald Siegel*

M 11:20, T 10:20-12:10

### 250b Physical and Biological Foundations of Exercise

Basic kinesiology and the physiology of exercise; structural and mechanical analysis of sport and dance movements; principles of training; short- and long-term effects of exercise and nutrition.

*James Johnson*

M 9:20-11:10, T 9:20; lab. W 1:10-3

readings, lecture, and discussion. In general, each section involves an average of two scheduled hours per week. Students receive one-quarter course credit (one semester hour) for each completed section, with no more than four performance courses for credit toward the degree. Normally students must take partial credit courses in addition to a full course load.

### 120a, 120b Advanced Lifesaving

Provides the skills and knowledge necessary to allow those successfully completing the course to effect safe rescues in aquatic emergencies. ARC certification upon successful completion.

*120a: Joan Neide-Knox; 120b: Rita Benson*

120a: Th 7:30-9:30; 120b: M 7:30-9:30

### 121a, 121b Aerobic Dance

Choreographed dance routines to music.

*Barbara Brehm*

T Th 3:10

### 122a, 122b Aerobics

Introduction to the principles of aerobic training, methods of participation, and actual training to improve aerobic power. Students are systematically monitored for maximum oxygen consumption throughout

## B. Performance Courses—Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, and knowledge of human movement. Each course encompasses a combination of instruction in technique,

the semester while engaging in individually planned aerobic training programs.

*122a: Rosemarie Schambers; 122b: James Johnson*

T 11:20 and two hours to be arranged

### **123b Badminton**

The development of badminton skills, principles, evolution, strokes, and strategy.

*James Johnson*

M T 1:10

### **124b Basketball**

Individual and group instruction in the fundamentals of basketball. Full- and half-court play. Game tactics, rules, strategies, and the history and development of the sport.

*Bonnie May*

T Th 2:10

### **125a, 125b Fencing**

The basic techniques of attack and defense, footwork, rules, equipment, strategies, and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing.

*Jacqueline Blei*

M T 9:20

### **[127b Gymnastics]**

The basic skills of artistic and rhythmic gymnastics. Development of skills to perform compulsory routines in all events. Principles of judging and basic mechanics. To be offered in 1985-86.]

### **128b Lacrosse**

The basic stickwork, techniques, rules, equipment, positioning on the field, tactics, and strategy for beginning and low intermediate players. The origins and evolution of the early game of lacrosse to the modern game played in the United States.

*Jacqueline Blei*

W Th 2:10

### **129a Outdoor Skills I**

Fundamentals of outdoor travel by canoe and foot. Emphasis on technique, conditioning, safety, nutritional requirements,

and planning. Students should plan to make one or two weekend trips.

*Donna Smyth*

Th 3:10-5

### **130b Outdoor Skills II**

A continuation of Outdoor Skills I, with the addition of cross-country skiing, cycling, and white-water canoeing. Students should plan on afternoon field trips and one or two weekend trips.

*Donna Smyth*

Th 3:10-5

### **131a, 131b Physical Conditioning**

The theory and performance of general conditioning and the basic principles of exercise.

*131a: Rosemarie Schambers, M W 2:10;*

*Barbara Brehm, M W 3:10;*

*Annabel Prins, T Th 2:10*

*131b: Rosemarie Schambers, M W 2:10;*

*Barbara Brehm, T Th 2:10; M W 3:10*

### **132a, 132b SCUBA Diving**

The use and care of equipment, safety, the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: Satisfactory swimming skills and permission of department.

W 7-10 p.m.

### **133a Soccer**

Instruction in the fundamental skills, rules, game tactics, and strategy of soccer. The history of the game.

*Bonnie May*

M W 2:10

### **134b Springboard Diving**

The understanding of the principles and the development of diving skills. Development of skills necessary to perform at least 10 different dives from five categories.

*Kim Bierwert*

W Th 2:10

**135a, 135b Squash**

Basic strokes, rules, equipment, game tactics, and strategy. The history and traditions of squash.

135a: M T 9:20; W Th 11:20;

Th F 8:20, *Don Siegel*

135b: M T 2:10; W Th 9:20, *Caryl Newhof*

**136a, 136b Stress Management**

The physical and psychological components of stress, identification of personal stress-provoking situations and irritants, and techniques for daily stress management.

*Annabel Prins*

M 2:10-4

**137a Swimming**

Theory and performance of swimming. Swimming techniques, including strokes, turns, and survival methods.

*Kim Bierwert*

M T 9:20

**138a Synchronized Swimming**

Instruction in basic synchronized swimming skills, adaptation of strokes to music, execution of stunts, and choreography of swimming routines.

*Rita Benson*

W Th 8:20

**139a, 139b Tennis (Beginning)**

The development of tennis skills, principles, evolution, strokes, and strategy. Class ends before Thanksgiving.

*Joan Neide-Knox*

139a: M T Th 1:10; M T Th 2:10; 139b: M T 9:20; M T 2:10

**146a, 146b Tennis (Intermediate)**

The development of stroke consistency, shot direction, and singles and doubles strategy. Prerequisite: permission of the instructor. (E)

*Joan Neide-Knox*

146a: W 11:20, Th 10:20-12:10; 146b: M T 8:20

**140a Volleyball**

The basic skills, rules, game tactics, and strategy of volleyball. The history of the game and systems of play.

*Bonnie May*

M T 1:10

**142a, 142b Water Safety Instructor**

Instruction in techniques, theory, and teaching methods of swimming and lifesaving courses. American Red Cross certification upon successful completion.

Prerequisites: current ARC Advanced Life-saving Certificate and advanced skill in swimming.

*Rita Benson*

142a: M 7:30-9:30 and two hours to be arranged; 142b: Th 7:30-9:30 and two hours to be arranged

**143a, 143b Yoga**

Yoga postures, breathing, and philosophy. Designed to give an opportunity to discover weaknesses and strengths, misalignments and imbalances.

*Jyoti Hansa*

M 2:10-4

**144b Emergency Care for Sports and Exercise**

Standard first aid, cardiopulmonary resuscitation, and an introduction to sports medicine. American Red Cross certification in standard first aid and in cardiopulmonary resuscitation.

*Annabel Prins*

W 7:30-9:30

**145a Self-Defense**

The use of defensive and offensive moves to develop poise and confidence so a person can handle a threatening situation effectively. (E)

*Joan Neide-Knox*

W Th 9:20

**147b Yoga**

The yoga of B. K. S. Iyengar—Continuing Level. Refinement of postures and breathing techniques taught in ESS 143. Introduc-

tion of new postures along with continued discussions of yoga philosophy. Prerequisite: ESS 143.

*Jyoti Hansa*  
Th 3:10-5

### C. Performance Courses— Non-credit

The following courses are offered on an elective, non-credit basis. Classes usually meet two times per week for six weeks.

Key:

(f) = Fall

(x) = Winter I

(y) = Winter II

(s) = Spring

#### Aerobic Dance

*Rosemarie Chambers*  
x-y: M W 3:10

#### Aquatic Conditioning

*Annabel Prins*  
x-y: M T 2:10

#### Badminton

*Jacqueline Blei*  
x: M T 11:20

#### Canoeing

*f: Donna Smyth; s: Ann Kitson*  
f-s: M T 1:10

#### Century Cycling

*f: Donald Siegel; s: James Johnson*  
f-s: M W 4:10-6

#### Conditioning Exercises

x-y: M W 8:20

#### CPR

*Annabel Prins*  
f: T 7:30 p.m.; x: T 7:30 p.m., W 7:30 p.m.;  
y: T 7:30 p.m.

#### Crew

*Rita Benson*  
f: M T 2:10; M T 3:10; W Th 3:10; s: M T 2:10;  
M T 3:10; W Th 3:10

#### First Aid

*Annabel Prins*  
f-y: Th 7:30-9 p.m.

#### Golf

*Caryl Newhof*  
f: M W 1:10; s: M T 1:10

#### Gymnastics

*Donna Smyth*  
x: W Th 3:10

#### Lacrosse (Beginning)

*Jacqueline Blei*  
x: T Th 2:10

#### Squash (Beginning)

f: M T 8:20; W Th 9:20; Th F 10:20, *Susan White*; x: M T 10:20, *Caryl Newhof*; W Th 9:20, *Susan White*; y: M T 8:20; M T 9:20; M T 11:20, *Susan White*; Th F 8:20; W Th 2:10; s: Th F 8:20, *Susan White*

#### Squash (Intermediate)

x: M T 2:10, *Caryl Newhof*; W Th 2:10, *Susan White*

#### Swimming (Beginning)

f: M T 11:20; W Th 2:10; x: M T 11:20, W Th 2:10; y: W Th 2:10, W Th 11:20; s: W Th 2:10, M T 11:20, *Rita Benson*

#### Swimming (Intermediate)

x: W Th 11:20; y: M T 11:20, *Rita Benson*

#### Tennis (Beginning)

f: M T 11:20, *Ann Foley*; M W 2:10; s: T Th 2:10; W Th 11:20, *James Johnson*

#### Tennis (Low Intermediate)

f: M T 8:20, *Ann Foley*; M W 3:10; s: W Th 1:10, *Joan Neide-Knox*

#### Tennis (Intermediate Drill)

*Joan Neide-Knox*  
f: M T 1:10; s: W Th 9:20



**Tennis (Advanced Drill)***Joan Neide-Knox*

f: M T 8:20; s: M T 1:10

**Uechi-Ryu Karate***Joan Neide-Knox*

f-s: M W 3:10

**Riding**

Courses in riding are not offered by the College. Both recreational riding and riding instruction are available, however, at a private riding stable adjacent to the campus. The courses of instruction offered each year include Beginning, Intermediate, and Advanced Horsemanship; Beginning, Intermediate, and Advanced Horsemanship over Fences; Dressage; Drill Class; and Horsemanship Certificate. A fee is charged for these classes. Further information may be obtained from the Smith College Riding Stable, ext. 2734.

**D. Graduate Courses**

Adviser: Donald Siegel.

**405a, 405b Theoretical and Practical Foundations of Coaching**

Assisting in the coaching of an interscholastic or intercollegiate team. Weekly conferences on team management, coach responsibilities, and coaching aids.

*Caryl Newhof***410b The Anatomical and Mechanical Analysis of Movement**

A three-section course in sports analysis. Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 250b, undergraduate kinesiology, or biomechanics.

*James Johnson*

Lec. M T W 8:20; lab. to be arranged

**415a The Physiology of Exercise**

An advanced course in exercise physiology oriented toward the acute and chronic

body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition, and evaluation of physical work capacity. Prerequisite: 250b or undergraduate exercise physiology.

*Barbara Brehm*

M T W 8:20; lab. to be arranged

**420a, 420b Special Studies**

In adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning, or other approved topics. Hours scheduled individually.

*Members of the department***425b Current Issues in Exercise and Sport Studies**

Current issues in exercise, sport studies, and physical education will be examined with special emphasis on problems affecting programs for women and women in the profession.

*Caryl Newhof*

T 10:20-12:10

**430a Statistical Methods for Exercise and Sport Studies**

Quantitative evaluation in physical education, including statistical methods and the computer as a research tool.

*Donald Siegel*

W Th F 9:20

**[435b Advanced Statistical Methods**

The application of analysis of variance and multiple regression to problems in exercise and sport science. SPSS and BMDP statistical packages are utilized to assist students with computations. Prerequisite: 430a.

*Donald Siegel*]**445b Research in Exercise and Sport Studies**

Critical survey of literature, study of research design and techniques, and practice in preparation of research reports.

*Barbara Brehm*

W 7:30-9:30

**450, 450a, 450b Thesis**

*Members of the department*

Hours to be arranged

**460a, 460b Supervised Teaching in Physical Education**

Individually arranged.

**465a Seminar in Skill Acquisition and Performance**

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making, and effector processes. Independent research required.

*Donald Siegel*

M T 9:20; lab. to be arranged

**[470a Psychology of Sport**

An examination of sport from a psychological perspective. Topics include sport and culture, competition, personality and per-

formance, aggression, and motivation. To be offered in 1985-86.

*Donald Siegel*]

**[475b Sports Medicine: Concepts in Care and Prevention of Athletic Injury**

Theory and practice of sports medicine with emphasis on injury prevention, protection, and rehabilitation. Prerequisite: 250b or Biological Sciences 101a or b or 150a.

Recommended: 410b.]

**[490b Seminar in Exercise Science**

An advanced course in the mechanical and physiological foundations of human movement. Attention to prediction of success in sports performance, assessment of physical fitness, and efficiency of various sports tasks. Independent and group research projects required. Prerequisite: 415a. To be offered in 1985-86.

*James Johnson*]

# French Language & Literature

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## Professors

\*Josephine Louise Ott, Ph.D.  
 Andrée Demay, Agrégée de l'Université  
 Marie-José Madeleine Delage, Lic. ès L.,  
 D.E.S., Docteur en Histoire, Chair  
 §Patricia Weed, Ph.D.  
 Lawrence Alexander Joseph, Ph.D.  
 James J. Sacré, Ph.D.  
 David R. Ball, Lic. ès L., Docteur en  
 Littérature Générale et Comparée

## Associate Professors

\*Marilyn Schuster, Ph.D.  
 \*Mary Ellen Birkett, Ph.D.

## Assistant Professors

Ann Leone Philbrick, Ph.D.  
 Martine Gantrel, Agrégée de l'Université  
 Denise Rochat, Ph.D.  
 Anne Paupert, Agrégée de l'Université  
 Mona Younès, Ph.D.

## Lecturer

Lucile Martineau, A.M., M.S.W.

## Sèvres Visiting Lecturer

Françoise Moinet, Maîtrise de Lettres  
 Modernes

## Mellon Lecturer

Thierry Grassioulet, Lic. ès L., Maîtrise  
 d'Anglais

All classes and examinations in the department are conducted in French. In all language courses, slide lectures, films, and work in the language laboratory will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 201.

In sectioned courses, the principal times of meeting are indicated. However, students should reserve the entire time block, since in all courses the fourth hour may be used at the discretion of the instructor.

Qualified students may apply for residence in La Maison Française, Dawes.

## A. Language

### 100D Beginning Course

An accelerated course designed to prepare the beginner to enter a 200-level French course the following year. Not open to stu-

dents presenting entrance units in French except by permission of the department  
 Three semesters' credit.

Lec. Th 4:10; sect. M T W Th F 9:20, *Ann Philbrick*; M T W Th F 11:20, *Denise Rochat* (first semester). M T W Th F 9:20, *Denise Rochat*; M T W Th F 11:20, *Mona Younès* (second semester).

### 102a Elementary Course

Oral work and grammar review based on reading of contemporary texts: Sartre, Camus, and others. Prerequisite: two entrance units.

Lec. Th 4:10; sect. M T 9:20, W 3:10, *Françoise Moinet*; W Th F 9:20, *Mary Ellen Birkett*

### 103b A continuation of 102a

Prerequisite: 102a or permission of the instructor.

*Françoise Moinet*

Lec. Th 4:10; sect. M T 9:20, W 3:10

### 104a Intermediate Course

Grammar review and vocabulary building, written and oral work. Reading will include short works by modern writers and some

study of aspects of French culture. Prerequisite: three entrance units. Lec. Th 4:10; sect. M T 11:20, W 10:20, *Anne Paupert*; W Th F 9:20, *Josephine Ott*, *Martine Gantrel*; W Th F 11:20, *Mona Younès*

### 200a High Intermediate Course

Grammar, composition, and oral work based on a study of works by modern French authors such as Ionesco, Duras, and others. Prerequisite: four entrance units or permission of the department. M T 9:20, W 3:10, *James Sacré*; M T 11:20, W 10:20, *Lucile Martineau*; W Th F 9:20, *Lawrence Joseph*; W F 1:10, Th 2:10, *Mary Ellen Birkett*

### 200b A repetition of 200a

Especially recommended for students coming from 104a.

M T 11:20, W 10:20, *Thierry Grassioulet*; W Th F 11:20, *Lucile Martineau*

### 201a High Intermediate Course

Grammar, composition, and oral work based on the study of short stories by contemporary writers, as well as a selection of newspaper articles (from such periodicals as *Le Monde*, *L'Express*, *Le Nouvel Observateur*) on topics related to literary texts. Prerequisite: 200a or permission of the department.

M T 9:20, W 3:10, *Thierry Grassioulet*; W Th F 11:20, *David Ball*

### 201b A repetition of 201a.

M T W 8:20, *Thierry Grassioulet*; M T 9:20, W 3:10, *Anne Paupert*; W Th F 9:20, *Marilyn Schuster*

### 302a Advanced Grammar, Phonetics and Composition

Emphasis on some of the subtle points of grammar. Weekly compositions; exercises in translation from English to French; extensive work in phonetics; discussion and oral reports based on short modern texts.

*Andrée Demay*

M 9:20-11:10, T 9:20

### 303b Advanced Composition

A continuation of 302a. Emphasis on vocabulary building and development of prose style in French through text editing of weekly compositions; prose style analysis of selected major authors, and pastiche. Continuation of phonetic practice. Prerequisite: 302a or permission of the instructor.

*Andrée Demay*

M 9:20-11:10, T 9:20

## B. Literature

Unless otherwise stated, the prerequisite for intermediate literature courses is four entrance units, or two semesters above the level of 103b, or permission of the department.

Unless otherwise stated, the prerequisite for advanced courses is two semester literature courses at the intermediate level or permission of the department.

### 208a Readings in Modern Literature

An introduction to literary analysis, designed to develop skills in oral expression and expository writing. Some sections focus on problems of genre, others on thematic problems.

#### A. Women Writers of Quebec

Roy, Loranger, Brossard, Bersianik, Blais, Hébert.

*Lucile Martineau*

M T 9:20, W 3:10

#### B. The Search for Identity

Poems and short stories.

Baudelaire, Ponge, Maupassant, Sartre.

*Thierry Grassioulet*

M T 11:20, W 10:20

#### C. Communication and Language

Claudel, Anouilh, Beckett, Ionesco.

*Mona Younès*

W F 1:10, Th 2:10

### 208b Readings in Modern Literature: Fantasy and Madness

The wilderness: aspects of life in various parts of France such as Brittany, Provence,



the Alps, etc. A study of short novels by H. Queffélec, P. Loti, J. Giono, and others. Normally cannot be taken after 208a.

*Martine Gantrel*

W Th F 11:20

### 210a Introduction to the Literature and Civilization of France

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Basis for both French Literature and French Studies majors.

Lec. T 4:10; sect. M T 11:20, W 10:20. *James Sacré*; M T 1:10, W 2:10, *Françoise Moinet*; W Th F 9:20, *Marie-José Delage*

### 210b A repetition of 210a

Lec. T 4:10; sect. M T 1:10, W 2:10, *Anne Paupert*; W Th F 11:20, *Denise Rochat*

### 211a Introduction to the Literature and Civilization of France

A study of cultural relationships in the seventeenth and eighteenth centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Basis for both French Literature and French Studies majors.

Lec. T 4:10; sect. M T W 8:20, *Françoise Moinet*; W Th F 11:20, *Martine Gantrel*

### 211b A repetition of 211a

Lec. T 4:10; sect. M T 11:20, W 10:20, *Françoise Moinet*; W Th F 9:20, *Marie-José Delage*

### 219a Studies in Literary Forms: The Novel

The evolution of the novel from Balzac to the *nouveau roman*. Prerequisite: one semester course in language or literature at the intermediate level, or permission of the department. Well-qualified freshmen are urged to seek admission to this course. W 3:10, Th F 8:20, *Lawrence Joseph*; W Th F 11:20, *Josephine Ott*

### 219b A repetition of 219a

M T 11:20, W 10:20, *Anne Paupert*; W Th F 11:20, *Lawrence Joseph*

### 311a Preromanticism and Romanticism

The romantic revolution in the first half of the nineteenth century. Works by Rousseau, Chateaubriand, Hugo, Musset, Vigny, and others, with references to other European literatures.

*Martine Gantrel*

Th F 8:00-9:10

### 311b A repetition of 311a

*Martine Gantrel*

W Th F 9:20

### 312b Masters of the Nineteenth-Century Novel

Balzac, Stendhal, Flaubert, Zola.

*Mona Younès*

M T 1:10, W 2:10

### 313b French Poetry of the Second Half of the Nineteenth Century

The opening of the modern era in French poetry: Baudelaire, Verlaine, Rimbaud, Mallarmé. Recommended background: 311a or b, or 316a.

*David Ball*

W Th F 9:20

### 314a French Literature of the Eighteenth Century: The Novel

Significant novels of the period studied as samples of a genre developing new techniques and as a reflection of certain aspects of the social and intellectual life of the time. Readings: Abbé Prévost's *Manon Lescaut*, Diderot's *La Religieuse*, Rousseau's *La Nouvelle Héloïse*, Laclos's *Les Liaisons Dangereuses*.

*Mary Ellen Birkett*

W 11:20, Th 10:20-12:10

### 315a French Literature of the Middle Ages

Topic for 1984-85: *Reines et fées*: Images of women in novels and tales from the twelfth to the fourteenth century. A literary analysis of several novels and tales, focused on the image of women; an exploration of the medieval narrative structures, as well as a reflection on mentalities in a historical and cultural context. Readings include *Lancelot*,

*Yvain and Erec et Enide* by Chrétien de Troyes, the *Lais* de Marie de France, anonymous *Lais* from the thirteenth century, *Aucassin et Nicolette* and *Mélusine* by Jean d'Arras.

*Anne Paupert*

M 9:20-11:10, T 9:20

### [316a French Literature of the Renaissance

To be offered in 1985-86.]

### [317a French Literature of the Seventeenth Century

To be offered in 1985-86.]

### 318b French Literature of the Twentieth Century

A study of problems of interpretation in the modern novel. Authors such as Proust, Colette, Gide, Sarraute, Robbe-Grillet, Duras, Butor, and Wittig will be included.

*Marilyn Schuster*

W F 1:10, Th 2:10

### 350a, 350b Special Studies

Admission by permission of the department; normally for junior and senior majors, and for qualified juniors and seniors from other departments.

## C. Civilization

210a or b and 211a or b, see Section B., Literature

### 228b French Cinema

Consideration of historical developments and major trends underlying the modern French cinema. Works by directors such as Vigo, Clair, Renoir, Carné, Truffaut, Breton, Godard, Resnais. N.B. Attendance at both film showings is required.

*James Sacré*

Viewing hours W 7:30, Th 3:10; sect. M

T 11:20, W 10:20

### 330b Modern French Civilization

Topic for 1984-85: Contemporary Society in the Light of Twentieth-Century Historical and Political Developments. Special attention will be given to the present socialist government.

*Thierry Grassioulet*

M T 1:10, W 2:10

### 340b Integrating Course

A senior course designed to coordinate the work of the major in French Studies.

*James Sacré*

M 9:20-11:10

## D. Seminars

### 342a Stylistics

Composition, translations, analyses of various oral and written French styles.

*Josephine Ott*

T 2:10-4

### 343a Theme and Form in French Literature

Topic for 1984-85: Formal Constraints and Freedom of Writing: Lyricism in Poetry. Readings include works by Louise Labé and J. du Bellay; Marceline Desbordes-Valmore and Gérard de Nerval; some modern French poets.

*James Sacré*

M 2:10-4

### 344b Studies in Drama

Topic for 1984-85: Molière and the Comic Tradition in France. Social issues of the seventeenth century (the role of women, social climbing, medicine, the law) as reflected in the farces, comedy-ballets, and high comedies. The dark side of Molière's plays, as interpreted by romantic and twentieth-century productions. The relationship between Molière's comic universe and medieval farce, Beaumarchais and Ionesco. May be counted toward the major in French Studies.

*Marie-José Delage*

T 2:10-4

**[345b French Thought**

To be offered in 1985-86.]

**[348a Studies in Nineteenth-Century Literature**

To be offered in 1985-86.]

**349a Studies in Twentieth-Century Literature**

Topic for 1984-85: War Reflected. Images of violence in poetry, drama, and the novel. Readings will include works by Giraudoux, Apollinaire, Giono, Malraux, Camus, and Simon.

*Lawrence Joseph*

Th 3:10-5

**E. Graduate**

**Adviser:** Andrée Demay.

**450, 450a, 450b Research and Thesis**

450a or 450b may be taken for double credit.

**451, 451a, 451b Advanced Studies**

Arranged in consultation with the department.

**The Majors**

**Advisers:** David Ball, Marie-José Delage, Andrée Demay, Josephine Ott, Ann Philbrick, Denise Rochat.

**Advisers for Study Abroad:** Marie-José Delage, Josephine Ott.

Majors in both French Language and Literature and French Studies who spend the Junior Year in Paris will normally meet certain of the requirements during that year, in particular the advanced courses in language.

**French Language and Literature**

Requirements: 10 semester courses distributed as follows:

- (1) 210a or b or 211a or b or an equivalent accepted by the department as the basis for the major;
- (2) 302a, followed by 303b;
- (3) a seminar in French language, literature, or civilization, to be taken in the senior year; and
- (4) six additional semester courses, of which four must normally be literature courses at the advanced level.

A major is expected to have taken at least one course in five of the following periods: Middle Ages, Renaissance, Seventeenth Century, Eighteenth Century, Nineteenth Century, Twentieth Century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods.

**French Studies**

Requirements: 10 semester courses distributed as follows:

- (1) 210a or b or 211a or b or an equivalent accepted by the department as the basis for the major;
- (2) 302a, followed by 303b;
- (3) 340b, a course designed to coordinate the work of the major in French Studies;
- (4) a seminar in French language, literature, or civilization to be taken in the senior year;
- (5) three courses in French literature or civilization, of which two must normally be at the advanced level; and
- (6) two courses chosen from the French Department or from appropriate offerings in other departments.

A major is expected to have taken at least one course in each of the following three periods: Middle Ages/Renaissance, Seventeenth Century/Eighteenth Century, Nineteenth Century/Twentieth Century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods.

**Honors**

**Director:** Andrée Demay.

**501a Thesis.**

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. In addition to the normal requirements of the major, the candidate will write a thesis, which will count for one semester course; the thesis will be due on the first day of the second semester of her senior year. In the second semester of the senior year, she will take an oral examination based on her thesis and the field in which it was written.



# Geology

## Professors

H. Robert Burger, Ph.D.  
H. Allen Curran, Ph.D.  
Brian White, Ph.D.

## Associate Professors

John B. Brady, Ph.D., Chair  
\*Robert M. Newton, Ph.D.

## Lecturers

†Ann Moss Burger, M.A.  
Kathleen M. Gerety, Ph.D.  
Dale A. Springer, Ph.D.

Students contemplating a major in geology should elect 111a or 114b and 111b and see a departmental adviser as early as possible. All 100-level courses except 111b may be taken without prerequisites.

### 111a Physical Geology

A survey of the physical processes that occur on and within the earth: sculpturing and development of the landscape; causes of ice ages, flooding, and volcanic eruptions; exploration strategies for mineral deposits and fossil fuels; earthquakes and their prediction; movement of crustal plates and the origin of mountains; and the geologist's view of myths, time, and the planets. Laboratories include field trips to local areas of geologic interest. Optional weekend field trip to Cape Cod.

*Lec.: Robert Burger; labs.: members of the department*

Lec. M T W 8:20; lab. M T or Th 1:10-4, or F 8:20-11:10

### 111b Origin and Evolution of the Earth

The geologic history of our planet as revealed by the rocks and fossils of the earth's crust. Topics include the origins of the earth and life, the measurement and significance of geologic time, the geologic evolution of North America from the Precambrian to present, the development of vertebrates, and the rise of humans as the planet's dominant species. Laboratories include field trips to local areas of geologic interest. Prerequisite: 111a or 114b.

*Dale Springer*

Lec. M T W 8:20; lab. M or Th 1:10-4

### 114b Physical Geology

A repetition of 111a

*Lec.: Robert Newton; labs.: members of the department*

Lec. W Th F 9:20; lab. M T or Th 1:10-4

### 116b Oceanography

An introduction to the marine environment, with emphasis on submarine topography and sedimentation, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, and exploitation of the oceans by humankind. At least one field trip to the Massachusetts coast, and one oceanographic training cruise.

*Allen Curran*

Lec. M 9:20-11:10, T 9:20; lab. T or Th 1:10-4

### 117b The Environment

A study of the interrelationships between various elements of the Earth's environment and the growing human population, urbanization, and industrialization. Topics: characteristics and contamination of rivers, groundwater, and coastal zones; evolution and pollution of the atmosphere; origin, use, and depletion of fossil fuels; earthquakes, volcanoes, floods, and other geologic hazards; changing climate; a case study of the construction of the trans-Alaska pipeline.

*Brian White*

M 11:20, T 10:20-12:10, W 10:20

### 221a Mineralogy

Elements of crystallography and crystal chemistry; identification and parageneses of

the common rock-forming and economically important minerals; principles of optical mineralogy. Prerequisite: 111a or 114b.

*John Brady*

Lec. W Th 9:20, F 9:20-11:10; lab. Th 1:10-4

### 221b Petrology

Petrology and petrography of igneous and metamorphic rocks; origin, crystallization, and differentiation of magma; controlling factors of metamorphism. Prerequisite: 221a.

*John Brady*

Lec. W Th 9:20, F 9:20-11:10; lab. Th 1:10-4

### 231a Invertebrate Paleontology and Paleocology

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleocology, and biostratigraphic importance. Prerequisite: 111b; open without prerequisite to majors in Biological Sciences by permission of the instructor.

*Allen Curran*

Lec. M T W 8:20; lab. T 1:10-4

### 232a Sedimentology

A study of modern sediments, sedimentary processes and primary sedimentary structures, and an analysis of ancient analogues preserved in the sedimentary rock record. Prerequisite: 111b.

*Brian White*

Lec. M 11:20, T 10:20-12:10, W 10:20; lab. M 1:10-4

### 241b Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Prerequisite: 111b.

*Robert Burger*

Lec. M T W 8:20; lab. M 12:50-4

### 251b Geomorphology

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111a or 114b.

*Robert Newton*

W Th F 11:20, Th 10:20 at the option of the instructor; lab. Th 1:10-4

### [252b Groundwater Geology

A study of the occurrence, movement, and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development, and methods of artificial recharge. Prerequisites: 111a or 114b, and Mathematics 121a or b. To be offered in 1986-87.

*Robert Newton*]

### 301a, 301b Advanced Work or Special Problems in Geology

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

*Members of the department*

### 311a Exploration Geophysics

Theory and application of geophysical exploration techniques including seismology, gravimetry, and magnetics. Extensive fieldwork. Prerequisites: 111b, Mathematics 122a or b, and permission of the instructor.

*Robert Burger*

Lec. M 9:20-11:10, T 9:20; lab. W 12:50-4

### 334b Advanced Sedimentology

A detailed study of sedimentary rocks, especially carbonates. Laboratory work will include the study of petrographic thin sections and photomicrography with the use of acetate peels and advanced staining techniques where appropriate. Field trips to study the Lower Paleozoic rocks in New York State. Readings from current literature used as background for the laboratory and field studies. Prerequisite: 232a.

*Brian White*

Lec. W F 11:20, Th 10:20-12:10; lab. Th 1:10-4

### [351b Glacial and Periglacial Geology

The geological aspects of glaciers and glaciation developed through the study of the origins and evolution of glacial geomorphic

features. The periglacial environment, past and present, related to Quaternary landforms. Prerequisite: 251a or permission of the instructor. To be offered in 1985-86. *Robert Newton*]

### 355a Senior Seminar

Topic for 1984-85: The Geology of Massachusetts. A celebration of the new state geologic map through readings, field trips, and discussions. Several all-day field trips to be arranged. Open only to senior geology majors.

*John Brady*

Th 7:30-10

### 371 Honors Project

Admission by permission of the department.

*Members of the department*

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty, p. 288.

## The Major

**Advisers:** for the Class of 1985, Allen Curran; for the Class of 1986, Robert Burger; for the Class of 1987, Robert Burger; for the Class of 1988, Robert Newton.

**Adviser for Study Abroad:** Robert Burger.

**Basis:** 111a or 114b, and 111b.

**Requirements:** eight semester courses above the basis and including the following: 221a, 221b, 231a, 232a, 241b, 251b, and two additional courses at the advanced level. Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

## The Minor

**Advisers:** same as for the major.

Many emphases are possible within the Geology minor. For example, a student interested in earth processes and history might take 111a (or 114b), 111b, 231a, 232a, 251b, and 355a. A student concerned about environmental and resource issues might take 111a (or 114b), 116b, 117b, 221a, 232a, and 252b. Students contemplating a minor in Geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

**Requirements:** six semester courses including Physical Geology (111a or 114b) and a total of no more than three courses at the 100 level.

## Honors

**Director:** Allen Curran.

**Basis:** 111a or 114b, and 111b.

**Requirements:** seven semester courses above the basis and including the following: 221a, 221b, 231a, 232a, 241b, 251a, and one additional course at the advanced level. An honors project (371) equivalent to two semester courses. Entrance by September of the senior year. Presentation and defense of the thesis.

## Field Experiences

Through Five Colleges, Inc., Smith College is affiliated with the Ocean Research and Education Society in Gloucester, Mass. Two three-day oceanographic training cruises aboard the R/V Regina Maris are offered each year, one of which has geological emphasis. The department also regularly sponsors an interterm trip to the Bahamas to study modern and ancient coral reefs and carbonate environments. The facilities of the Bahamian Field Station on San Salvador Island are used during this field trip.



## German Language & Literature

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### Professors

Willy Schumann, Ph.D.

\*\*Hans Rudolf Valet, Ph.D., Chair

Judith Lyndal Ryan, Dr. Phil., Acting Chair,  
second semester

### Assistant Professors

†Margaret Skiles Zelljadt, Ph.D.

\*Gertraud Gutzmann, Ph.D.

§Robert Chapin Davis, Ph.D.

Gerlinde Maria Geiger, Ph.D.

### Instructors

Liese Kauffman, M.A.

Marianne Kaul-Connolly, 2. Staatsexamen

### Mellon Lecturer

Ingrid Winter, Ph.D.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the German Language and Literature Advanced Placement test may not apply that credit toward the degree if they complete for credit any 100-level German course (100, 110D, 120a, or 130a or b).

Students who plan to major in German or who wish to spend the junior year in Germany should take German in the first two years. Courses in European history and in other literatures are also recommended.

### A. German Language

#### 100 Elementary Course

An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises, and listening and reading comprehension.

Emphasis on development of oral proficiency as well as gradual acquisition of skills in reading and writing German.

Ingrid Winter, Director.

*Members of the department*

M T 8-9:10, W 8:20; W Th 9:20, F 9:20-11:10

#### 110D Accelerated Elementary Course

An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit.

*Willy Schumann*

M F 9:20-11:10, T Th 9:20

*Liese Kauffman*

M F 9:20-11:10, T Th 9:20

#### 120a Intermediate German I

Oral and written work, grammar review, and vocabulary building; selected works by Brecht, Dürrenmatt, and Kafka. Prerequisite: two entrance units or 100.

*Judith Ryan*

M 11:20, T 10:20-12:10, W 10:20

*Ingrid Winter*

W F 11:20, Th 10:20-12:10

#### 130a Intermediate German II

Reading and discussion of expository prose concerning German culture and civilization and of literary works by modern German



authors. Prerequisite: 110D or 120a or permission of the instructor.

*Gerlinde Geiger*

M 11:20, T 10:20-12:10, W 10:20

**130b** A repetition of 130a

*Gertraud Gutzmann*

W F 11:20, Th 10:20-12:10

## **221a Reading, Conversation, and Composition**

Study of a variety of contemporary texts; intensive practice of spoken and written German with special attention to idiom, syntax, and style.

*Gerlinde Geiger*

M T 12:50-2, W 2:10

*Marianne Kaul-Connolly*

W 11:20, Th 10:20-12:10, F 11:20

**221b** A repetition of 221a

*Ingrid Winter*

M 11:20, T 10:20-12:10, W 10:20

## **340a Advanced Studies in Translation and Style**

Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German; topics in advanced style, idiom, and syntax; German-English and English-German translation. Prerequisite: 221a or equivalent.

*Ingrid Winter*

W F 12:50-2

## **B. German Literature and Civilization**

### **225a Readings in German Literature**

Reading and discussion of representative works of German literature from the Middle Ages to the present; works by authors such as Goethe, Hoffmann, Mann, Kafka, Brecht, and others. Prerequisite: 221a or permission of the instructor.

*Willy Schumann*

W Th F 11:20

**225b** A continuation of 225a

*Gerlinde Geiger*

M 11:20, T W 10:20

### **281b German Civilization**

A survey of the cultural, social, economic, and political development of the German-speaking countries from the early Middle Ages to the end of World War II with emphasis on the events and achievements of the last 200 years (Enlightenment, Goethezeit, the nineteenth century, the Wilhelmian Era, the Weimar Republic, the "Third Reich"); some attention will be paid to the High Middle Ages, the Reformation, the Baroque Age. In German. Prerequisites: German 110D or 130a or 130b. Introductory courses in European History strongly recommended.

*Willy Schumann*

M T W 8:20, plus one optional hour

### **305a Studies in the Novel**

Topic for first semester, 1984-85: The Novel of Marriage. Same as Comparative Literature 305a.

### **332a Sturm und Drang**

A study of representative works by Lessing, Herder, Lenz, early Goethe, and Schiller against the background of intellectual, social, and political history.

*Hans Vaegt*

W 7:30-9:30

### **[333a Weimar Classicism**

A study of some of the aesthetic, philosophical, and political issues of classical German Humanism as reflected in major works by Goethe and Schiller; emphasis on the classical drama. Also the impact of Weimar Classicism on later intellectual and political history. To be offered in 1985-86.]

### **[334a Romanticism**

The development of the literary Romantic movement; the new awareness of the artist's role in society; the discovery of "folk" art; the concept of nationalism. Representative works by Tieck, Novalis, Brentano, Eichendorff, Kleist, E. T. A. Hoffmann, and others.]

**335b Nineteenth-Century Literature**

A study of representative works by authors such as Heine, Büchner, Fontane, Nietzsche, Marx, and others.

*Gertraud Gutzmann*

W Th F 9:20

**[336b The Modern Novel]**

The development of the traditional novel to new novel forms; the relationship of the novel to its social and political background. Representative works by authors such as Mann, Kafka, Musil, Hesse, Grass. To be offered in 1985-86.]

**[338b The Modern Drama]**

The development of the German drama from Expressionism to the present with attention to the historical context. Representative works by such authors as Wedekind, Kaiser, Barlach, Brecht, Weiss, Dürrenmatt, Handke, and others.]

**301, 301a, 301b Special Studies**

Arranged in consultation with the department. Admission for senior majors by permission of the department.

**351b Seminar in German Studies**

Topic for 1984-85: The "Buch der Natur" in German lyric poetry.

*Judith Ryan*

W 7:30-9:30

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**C. Courses in English**
**[227b Topics in German Literature]****[234b History of the German Language]**

Development of standard literary German from its origins to the present. Position within Indo-European languages; relation to other Germanic languages; changes in sounds and grammatical forms; foreign influences on vocabulary; dialects. In English. Prerequisite: 130a or b or permission of the instructor.

*Margaret Zelljadt*

**238b Romanticism**

Same as COMPARATIVE LITERATURE 238b.

**[251b Studies in Short Fiction]**

Same as COMPARATIVE LITERATURE 251b.]

**[271a Richard Wagner]**

Same as MUSIC, GERMAN, COMPARATIVE LITERATURE 271a. See Inter- and Extra-Departmental Course Offerings, p. 284. To be offered in 1986-87.]

**288b History and Literature of the Two Germanies: 1945 to the Present**

Same as HISTORY AND LITERATURE 288b.

**361a The Faust Myth**

Same as COMPARATIVE LITERATURE 361a.

## The Major

**Advisers:** Hans Vaget, first semester; Gertraud Gutzmann, second semester.

**Adviser for Study Abroad:** Willy Schumann.

Requirements for students declaring their major in 1984-85 and thereafter: based on 110D or 130a or b or the equivalent. Ten courses above the basis: 221a or b; 340a; [234b]; 281b; 225a or b; 332a or [333a]; [334a] or 335b; [336b] or [338b]; 351b; one from: [227b]; 238b; [251b], [271a], 288b, 361a.

## The Minor

**Advisers:** Hans Vaget, first semester; Gertraud Gutzmann, second semester.

Requirements: based on 110D or 130a or b. Six courses above the basis: 221a or b; 225a or b; 281b; [234b]; one from: 332a, [333a], [334a], 335b, [336b], [338b]; one from: [227b], 238b, [251b], [271a], 288b, 361a.

## Honors

**Director:** Judith Ryan.

**501a Thesis.**

Requirements: the courses required for the major; a thesis (501a) to be written during the first semester of the senior year.

## Government

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### Professors:

Cecelia Marie Kenyon, Ph.D., D.Litt.  
 Leo Weinstein, Ph.D.  
 Charles Langner Robertson, Ph.D.  
 Stanley Rothman, Ph.D.  
 Peter Niles Rowe, Ph.D.  
 Philip Green, Ph.D., Chair  
 Donald Leonard Robinson, M.Div., Ph.D.  
 Susan C. Bourque, Ph.D.  
 \*Steven Martin Goldstein, Ph.D.

### Adjunct Professor

Milton D. Morris, Ph.D.

### Associate Professors

Walter Morris-Hale, Ph.D.  
 Donna Robinson Divine, Ph.D.  
 Martha A. Ackelsberg, Ph.D.  
 \*Donald C. Baumer, Ph.D.

### Assistant Professors

Alan C. Lamborn, Ph.D.  
 Fred H. Lawson, Ph.D.  
 Richard Sobel, Ed.D.

### Instructor

Jeffery W. Rodamar, B.A.

### Lecturer

\*Sharon M. Watson, Ph.D.

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### Assistant Professor

(at Smith College under  
 the Five College Program)  
 Dennis T. Yasutomo, Ph.D.

For students who plan to major or do honors work in the department, appropriate courses in statistics, economics, sociology, and history are recommended. See also the Honors Program.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

### 100 Introduction to Political Science

For freshmen and sophomores only.

*First semester:* a study of the leading ideas of the Western political tradition. Two lectures and one discussion.

*Leo Weinstein and members of the department*

Lec. M T 11:20; dis. W 9:20, 10:20, 11:20, 2:10, Th 2:10

*Second semester:* first four weeks, lectures and discussion on the nature and develop-

ment of modern political analysis. For the remainder of the course students choose among colloquia on various topics, focusing on the techniques used by political scientists to understand important issues.

Colloquia will include such topics as: Gender and Power; Whatever Happened to Marxism?; Religion, Education, and Politics; Democracy and Foreign Policy; Why War?; Political Myths; The Politics of Poverty; The Politics of Class; How America Votes.

*Donna Divine and members of the department*

First four weeks, lec. M T 11:20; dis. W 10:20; following eight weeks, all colloquia T 10:20-12:10

### 190a, 190b Introduction to Statistics for Social Scientists

Same as SOCIAL SCIENCE 190a, 190b.

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## American Government

### 200b American Government

A study of the major institutions of American government and their interaction in the determination of public policy.

*Donald Baumer*

W F 11:20, Th 10:20-12:10

### 201a American Constitutional Development

The origins and framing of the Constitution; contemporary interpretations; the study of Supreme Court decisions, documents, and other writings dealing with the interpretation of the Constitution, with emphasis on changing ideas concerning federalism and separation of powers. Not open to freshmen.

*Leo Weinstein*

M 9:20-11:10, T 9:20

### 202b American Constitutional Law

Fundamental rights of citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to freshmen.

*Leo Weinstein*

M 9:20-11:10, T 9:20

### 203b American Political Parties

An examination of the contributions, past, present, and potential, of parties to political representation, and to government institutions and policies.

*Sharon Watson*

Hours to be announced

### 204a Urban Politics

Historical and contemporary perspectives on urban America. An examination of the process of urban development provides the context for study of specific problem areas, including poverty, education, and housing.

*Martha Ackelsberg*

M 9:20-11:10, T 9:20

### [205b Political Participation

An examination of the place of participation in democratic theory serves as background

to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups, and on the political system as a whole.

*Martha Ackelsberg*]

### 206a The American Presidency

An analysis of "the executive power" in the Constitution, and of the changing character of the executive branch.

*Donald Robinson*

W 11:20, Th 10:20-12:10, F 11:20 at the option of the instructor

### [207a Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term.

*Donald Baumer*]

### 208a Elections in the Political Order

The causes and consequences of electoral and nonelectoral politics. Voting and elections are viewed in the social context of democracy. Topics include political socialization, partisanship, minority politics, factors in the current elections, and related policy issues. Students analyze public polling data.

*Richard Sobel*

M 11:20, T 10:20-12:10, W 11:20 at the option of the instructor

### 208b Congress and the Legislative Process

An analysis of the legislative process in the United States, focused on the contemporary role of Congress in the policy-making process. Students will specialize in a policy of their choice, using it to evaluate Congress as a policy-making institution.

*Donald Baumer*

W Th F 9:20; F 10:20 at the option of the instructor



**209a Studies in Local Government**

Internship with the Mayor of Northampton involving both practical and theoretical work in local politics. Admission by permission of the director.

*Martha Ackelsberg, Director*

T 2:10-4

**211b Sex and Politics**

The impact of sex on power and influence in society. Not open to freshmen.

*Susan Bourque*

M T 8

**230b The Politics of Advanced Industrial Society**

A discussion of the political issues facing advanced industrial societies and the conflicts produced by them. Among the political issues considered are relations with less developed countries and social planning, including problems of environmental control and the increasing scarcity of energy resources. In dealing with such issues the roles played by intellectuals, the media, and activist middle-class groups are analyzed. Emphasis on the United States, with comparisons to Western Europe, Japan, and the Soviet Union. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor.

*Stanley Rothman*

W Th F 11:20

**[251a Energy: Science and Politics**

Same as PUBLIC POLICY 251a.]

**[252b Science, Technology, and Public Policy**

Same as PUBLIC POLICY 252b.]

**[274b Women's Experience in Nineteenth- and Twentieth-Century America**

Same as HISTORY AND GOVERNMENT 274b.]

**303b Seminar in American Government and International Relations**

Same as PUBLIC POLICY 303b.

**304b Seminar in American Government**

Topic for 1984-85: Law, Justice, and Politics. A study of the relationship between law and justice emphasizing an examination of the nature and justification of punishment, but also dealing with selected issues on the relation of law to social change. Topics include the death penalty, plea bargaining, juvenile justice, and the rights of defendants and prisoners; also issues of busing and affirmative action. Where relevant the American legal system will be compared to those of other countries.

*Stanley Rothman*

Th 3:10-5

**305a Seminar in American Government**

Topic for 1984-85: Science, Technology, and Public Policy. Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management. Prerequisites: 220a (formerly 200b), or a course in American Government, or permission of the instructor. To alternate with PPL 252b.

*Stanley Rothman*

Th 3:10-5

**306a Seminar in American Government**

Topic for 1984-85: Public Opinion: Class and Politics. This seminar in the social context of public opinion focuses on the relationship of economic and social background and interests to values and opinions on issues of politics and democracy. Major concerns are the relationships between democracy and public opinion, social class and opinion, and the differences in opinion toward and effects of policy by class. Students learn to analyze public opinion survey data.

*Richard Sobel*

W 7:30-9:30

**307b Seminar in American Government: Public Policy Analysis**

*Richard Sobel*

Hours to be arranged

**308b Seminar in American Political Parties**

Recommended background: 200b or 203a

*Sbaron Watson*

Hours to be arranged

**310b Seminar in Urban Politics**

*Martha Ackelsberg*

Hours to be arranged

**311a Seminar in American Government**

Policy-making in the national government.

Open only to members of the Semester in Washington Program. Given in Washington, D.C.

**312a Semester in Washington Research Project**

Open only to members of the Semester in Washington Program. Double credit.

*Donald Robinson*

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**Comparative Government**
**221b European Government**

A comparative analysis of the dynamics of political decision making in England, France, and Germany.

*Jeffery Rodamar*

Hours to be arranged

**222a Government and Politics of the Soviet Union**

An examination of the processes of revolutionary and post-revolutionary change in Soviet society; comparison of the Leninist, Stalinist, and post-Stalinist political systems.

Hours to be arranged.

**223b Governments and Politics of the Middle East and North Africa**

The traditional Islamic political system. The transformation of that system into a modern nation-state system under the impact of Westernization, nationalist ideology, and other social and economic forces. The structures and functions of present governments in the area. Internal tensions and conflicts within and the international relations of the region.

*Fred Lawson*

M 9:20-11:10, T 9:20

**224a Latin American Political Systems**

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy, and regime continuity. A wide range of countries and political issues covered; however, students will have the opportunity to specialize in the country of most interest to them.

*Susan Bourque*

M T W 8:20

**225a Government and Politics of Sub-Saharan Africa**

An introductory survey of political, economic, and social factors. Traditional African government, colonial administration and influence, and the impact of modernization. The nationalist movements and political development since independence, with emphasis on Tanzania, Kenya, and countries chosen by the students for their research projects.

*Walter Morris-Hale*

M T 12:50-2

**226b Government and Politics of Japan**

See Five College Course Offerings by Five College Faculty, pp. 285-90.

**228b Government and Politics of China**

Brief treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power.

*Steven Goldstein*

M 9:20-11:10, T 9:20

**229b Government and Plural Societies**

A study of political problems resulting from the existence of ethnic, religious, and linguistic minorities in modern states. Political and constitutional status, protection, and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria, and Switzerland, and countries chosen by the students for their research projects.

*Walter Morris-Hale*

M T 12:50-2

**230a Politics and Society**

A comparison of the development and functioning of political institutions in Western Europe, the United States, the Soviet Union, Japan, and selected Asian and/or Latin American Third-World nations. Emphasis upon the interrelationship between politics and the broader socioeconomic and cultural environment. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor.

*Stanley Rothman*

W Th F 11:20

**231a Problems in Political Development**

A study of the process of political development through a focus on ways in which political change affects women and in which women affect political change, with emphasis on Latin America and the Middle East.

*Susan Bourque, Donna Divine*

M 9:20-11:10, T 9:20

**[320a Seminar in Comparative Government**

Power and politics in Africa. Who rules Africa? Has political independence been accompanied by economic independence? To be offered in 1985-86.

*Walter Morris-Hale*]

**[321a Seminar in Comparative Government: Middle East Societies**

To be offered in 1985-86.]

**322a Seminar in Comparative Government**

Topic for 1984-85: Comparative Industrial Policy. The politics of public sector-private sector relations are examined, stressing the relation of industrial policy in shaping these relations and economic change. Experiences of Brazil, Japan, France, and the United States are examined in comparative and historical perspective.

*Jeffery Rodamar*

T 2:10-4

**[324a Seminar in Comparative Government**

*Susan Bourque*]

**[325a Seminar in Comparative Government: Communist Political Systems**

Selected topics in domestic politics of Communist nations.]

**333b Seminar: The Politics of Capitalism**

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism, and social democratic and democratic socialist alternatives to capitalism.

*Philip Green*

Th 3:10-5

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**International Relations**

240a is suggested preparation for all other courses in this field.

**240a International Politics**

The context, practices, and problems of international politics; the nature of independence in an interdependent world.

*Fred Lawson*

W Th 9:20, F 9:20-11:10

**241a The Politics of International Economic Relations**

The growth of the Western-dominated state system and its spread to the rest of the world; the tension between the sovereign independent state and economic interdependence; the development of international economic organizations; their successes and failures; Western, East-West, and North-South trading, investment, and monetary relations.

*Charles Robertson*

W Th F 9:20, F 10:20 at the option of the instructor



**242b International Law**

The function of law in the international community, with special reference to its relationship to politics and social change.

*Peter Rowe*

M 9:20-11:10, T 9:20

**243a Foreign Policy of the United States since 1898**

The growth of principles and practices of diplomacy from the emergence of the United States as a great power to the present.

*Peter Rowe*

M 11:20, T 10:20-12:10

**[244b Foreign Policy of the United States**

Concepts for analysis of internal and external factors in the making of foreign policy decisions and control over the instruments of policy. Evaluation of the role of the United States in the international political system, with attention to recent literature on the period of the Cold War.

*Charles Robertson]*

**246a Diplomacy**

Historical and analytical treatments of European statecraft; of twentieth-century concepts such as deterrence and coercive diplomacy; and of major-minor power diplomacy. An examination of theoretical approaches to bargaining and negotiation.

*Jeffrey Rodamar*

W 11:20, Th 10:20-12:10

**247b Cases in American Foreign Policy**

See Five College Course Offerings by Five College Faculty, pp. 285-90.

*Anthony Lake*

**[340a Seminar in International Law**

*Peter Rowe]*

**341b Seminar in International Politics**

Arms Control and Disarmament. An examination of the history, theory, practice, and possibilities of various forms of arms limitations as one approach to peace.

*Charles Robertson*

Th 3:10-5

**342b Seminar in Comparative and International Politics**

Topic for 1984-85: European Intervention in the Middle East. Overview of the leading explanations for outside political involvement in this area, giving students practice making alternative arguments that account for these activities. Discussion of the most significant consequences of European intervention in this part of the world.

*Fred Lawson*

T 2:10-4

**343b Seminar on Foreign Policy of the Chinese People's Republic**

The development and formulation of China's foreign policy, its ideological basis, and the instruments of its implementation.

*Steven Goldstein*

M 7:30-9:30

**344b Seminar in International Politics**

Topic for 1984-85: South Africa in World Politics. The impact of South African policies on African states and on the world community. By permission of the instructor.

*Walter Morris-Hale*

M 2:10-4

**[345a Seminar in International Politics]****346a Seminar in International Politics**

U.S. national security policy and strategic analysis. A review of twentieth-century American military strategic doctrines and of actual practice in the deployment and use of military forces, within the overall context of the American role in world politics.

*Charles Robertson*

Th 3:10-5

**347a Seminar on Soviet Foreign Policy**

Continuity and change in Soviet foreign policy since 1917, with emphasis on the post-Stalin period.

M 7:30-9:30



**348a Seminar in Comparative****Government and International Relations**

The Arab-Israeli dispute. An analysis of the causes of the dispute. An examination of the history of Arab-Israeli confrontations and their ramifications for the rest of the world.

*Donna Divine*

M 2:10-4

**[349b Seminar in Comparative****Government and International Relations: Foreign Policy of Japan**

See Five College Course Offerings by Five College Faculty, pp. 285-90. To be offered in 1985-86.

*Dennis Yasutomo*]

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**Political Theory**
**260a Ancient and Medieval Political Theory**

Greek, Roman, Judaic-Christian, and barbarian foundations of the Western political tradition. The approach to the material is both historical and analytical.

*Cecelia Kenyon*

W Th F 11:20, Th 10:20 at the option of the instructor

**260b History of European Political Theory, 1500-1800**

An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism, and the question of man's capacity to create and control political systems.

*Cecelia Kenyon*

W Th F 9:20, F 10:20 at the option of the instructor

**261a Political Theory of the Nineteenth and Twentieth Centuries**

A study of the major liberal and non-liberal political theories of the nineteenth and early twentieth centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber, Rosa Luxemburg, and Hannah Arendt.

*Philip Green*

M T 12:50-2, W 2:10 at the option of the student

**261b Problems in Democratic Thought**

What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, representation, participation, majority rule vs. minority rights, and leadership. Selected readings from classical and contemporary political thought.

*Philip Green*

M T 12:50-2, W 2:10 at the option of the student

**262b American Political Thought, 1607 to 1900**

The evolution of the principles and practice of liberal democracy. American ideas concerning politics and government from the colonial period to the end of the nineteenth century.

*Cecelia Kenyon*

W Th F 11:20, Th 10:20 at the option of the instructor

**[263b Human Nature and Politics**

An examination of theories of human nature, including psychoanalysis, behaviorism, and sociobiology in terms of the implications of such theories for the central issues of political philosophy. Discussion of selected topics where these theories bear directly on political issues such as sex roles and politics, political violence, and the sources and consequences of contemporary changes in American lifestyles.

*Stanley Rothman*]

**204 Selected Topics in Political Theory**

An intensive study of selected theorists and themes in political theory. Open to government honors students and majors, and to other qualified students by permission of the instructor.

*Leo Weinstein*

M 2:10-4, T 2:10

**265b Decentralism**

Topic for 1984-85: Lessons of the Spanish Anarchist Movement. An exploration of the nature and consequences of the social and economic revolution that took place in Republican Spain during the Spanish Civil War (1936-39), with an eye to their implications for contemporary decentralist movements. Among the topics to be considered: education for self-management; relationships between workplace organizing, community organizing, and urban social movements; changes in the built environment; women in a revolutionary movement; the relationship between revolutionary movements and electoral participation. (E)

*Martha Ackelsberg, Myrna Breitbart (Hampshire College)*

Hours to be arranged

**361a Seminar in American Political Thought**

Topic for 1984-85: Political Ideas of the American Revolution

*Cecelia Kenyon*

T 2:10-4

**[362b Seminar in Political Theory**

To be offered in 1985-86.

*Leo Weinstein]*

**[363a Seminar in Political Theory: Theories of Capitalist Political Economy**

Intensive reading in classical theories of capitalist political economy: Rousseau's *Discourse on Political Economy*, Smith's *Wealth of Nations*, Marx's *Capital*, and Mill's *Principles of Political Economy*. The seminar will conclude with readings from contemporary feminist discussions of capitalism. Prerequisites: Government 100 or

equivalent; Economics 150 or 153 or the equivalent. To be offered in 1985-86.

*Philip Green]*

**[365a Seminar in Mathematical and Statistical Applications in Political Science]****381, 381a, 381b Special Studies**

Admission for majors by permission of the department.

**The Major**

**Advisers:** Martha Ackelsberg, Donald Baumer (second semester), Susan Bourque, Donna Divine, Steven Goldstein (second semester), Philip Green, Fred Lawson, Walter Morris-Hale, Charles Robertson, Donald Robinson, Stanley Rothman, Peter Rowe, Richard Sobel, Leo Weinstein, Dennis Yasutomo.

**Adviser for Study Abroad:** Charles Robertson.

**Pre-law Adviser:** Leo Weinstein.

**Graduate School Adviser:** Philip Green.

**Director of the Jean Picker Washington Intern Programs:** Donald Robinson.

Basis: 100 or, in exceptional circumstances, an equivalent course or courses approved by the chair.

Requirements: 10 semester courses, including the following:

- (1) 100;
- (2) one course in each of the following fields: American Government, Comparative Government, International Relations, and Political Theory;
- (3) two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
- (4) two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

## The Minor

**Advisers:** same as those listed for the majors.

Based on 100, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

## Honors

**Director:** Walter Morris-Hale.

Students eligible for the honors program may enter as juniors. Resident seniors as well as those returning from a junior year at other institutions and the Junior Year in Geneva may also apply before the end of the first week of classes in September.

Basis: 100 and at least one other course in government or, in exceptional circumstances, an equivalent number of courses approved by the chair.

### 501a Thesis. Double credit.

**Requirements:**

1. Eight semester courses, including:
  - (a) two courses in political theory or 264 (Selected Topics in Political Theory) or two courses in political theory; and
  - (b) a senior thesis (501a) to count for two courses in the first semester of the senior year and to be submitted on the first day of the second semester.
2. An oral examination based on the thesis and the field in which it was written, to be taken in the second semester of the senior year. A candidate will select three courses, which constitute a broad subject matter area within which the senior thesis topic falls and upon which the oral examination will be based. The choice of these courses should be made with a

view to demonstrating the student's ability to relate her thesis topic to the wider concerns of political science or social science generally. These three courses need not be in a single field of government as described in the *Catalogue*.

## Washington Intern Programs

**The Semester in Washington Program** is a first-semester program open to Smith junior and senior government majors, and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level.

Applications for enrollment should be made through the director of the Semester in Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200b, 201a, 202b, 203a, 206a, 207a, or 208b. In addition, a successful applicant must show promise of capacity for independent work. An applicant should have had five courses for at least one semester (unbalanced by a three-course semester) preceding the semester in Washington, and have an excess of four hours' credit on her record.

For satisfactory completion of the Semester in Washington Program, 12 hours of academic credit are granted: four hours for a seminar in policy-making (311a); and eight hours for an independent research project (312a), normally culminating in a long paper, due in Northampton no later than January 10 immediately following the semester in Washington.

No student may write an honors thesis in the same field in which she has written her



long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the Semester in Washington Program pay full tuition for the semester. They do not pay any fees for residence at the College, but are required to

pay for their own room and board in Washington.

**The Jean Picker Washington Summer Intern Program** is conducted by the department to provide students with an opportunity for exposure to the practical realities of national government and political life. Interns are assisted in finding jobs in Washington in the offices of congressmen or senators, in federal agencies, or with lobbying or research organizations. Applications, which are due November 1, are invited from juniors majoring in government or economics, and from other students who have done course work in American government. Academic credit is not given for the summer internship program.



# History

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## Professors

Jill Ker Conway, Ph.D., LL.D., D.Litt., Ed.D.,  
L.H.D.

\*\*Klemens von Klemperer, Ph.D.

§Louis Cohn-Haft, Ph.D.

\*\*Nelly Schargo Hoyt, Ph.D.

Stanley Maurice Elkins, Ph.D.

\*\*Robert Mitchell Haddad, Ph.D. (History and  
Religion & Biblical Literature)

Joan Afferica, Ph.D., Chair

†R. Jackson Wilson, Ph.D.

Lester K. Little, Ph.D.

Howard Allen Nenner, LL.B., Ph.D.

Joachim W. Stieber, Ph.D.

## Visiting Professor in

### History of Science and Medicine

<sup>2</sup>Alistair Crombie, Ph.D.

## Associate Professor

†Neal E. Salisbury, Ph.D.

## Visiting Associate

### Professor

Peter Borowsky, D.Phil (Hamburg  
Exchange Program, first semester)

## Assistant Professors

†Daniel K. Gardner, Ph.D.

Maurice Isserman, Ph.D.

Frederick J. McGinness, Ph.D.

David W. Walker, Ph.D.

## Lecturers

<sup>2</sup>Mary-Elizabeth Murdock, Ph.D.

Valerie M. Warrior, Ph.D.

## Visiting Lecturers

Eric Arnesen, M.A.

Sue Ellen Gronewold, M.Phil.

Introductory courses except 102b are available to all students. Those who are considering a major or advanced work in history are encouraged to enroll in History 100a or 101a or 103a or 113a, and 100b or 102b or 113b. Those planning to honor in history should consult the special regulations. A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

## Introductory Courses

### 100a Ideas and Institutions in European History, 300-1600

The rise of a distinctive Latin Christian society in Western Europe; the emergence of new cultural ideals in Renaissance Italy; religion and politics in the Age of the Ref-

ormation; comparisons with Islamic and Chinese cultures.

*Lester Little, Director*

Lec. M 1:10; dis. T 10:20-12:10, M or W 2:10-4

### 100b The Transformation of the European World, 1600-1950: State and Society in Modern European History

An analysis of the major political, social, economic, and intellectual currents which, after the disintegration of a unitary Christian society, combined to forge a new European order.

*Peter Borowsky, Director*

Lec. W 1:10, Th 2:10; dis. W 2:10-4, or F 9:20-10:10 or F 2:10-4

**101a Ideas and Institutions in Ancient Greece and Rome, 500 B.C.-A.D. 325**

The cultural bases of Western Civilization from the invention of democracy in Athens to the christianizing of the Roman Empire.

*Valerie Warrior, Director*

Lec. W Th 9:20, dis. F 9:20-11:10

**102b Varieties of Historical Perspective**

Proseminars on topics in and approaches to history. Registration limited; preference given to freshmen and sophomores. Each proseminar is suitable for students without prior training in history.

*Joachim Stieber, Director*

Topics for 1984-85:

**A. The Imperial Tradition in Russian and Soviet History**

An introduction to the ideological and political aspects of Great Russian attitudes toward minority populations in the nineteenth and twentieth centuries.

*Joan Afferica*

T 2:10-4

**B. The Middle Ages and the Renaissance in European Thought, 1770-1870**

The images of the Middle Ages and of the Renaissance in England, Germany, and France as reflected in literature, politics, historiography, and the fine arts between c. 1770 and c. 1870. Novels by Sir Walter Scott, works by German and French Romantic writers on politics and history as well as the Gothic Revival in architecture studied as interrelated cultural phenomena, followed by an examination of the Romantic image of the Renaissance as an age of heroic individualism. The outlook and aims of the builders of Gothic Revival architecture in the United States in the late nineteenth and early twentieth centuries.

*Joachim Stieber*

T 2:10-4

**C. Rome: From the Imperialism of the Republic to the Autocracy of the Empire**

Analysis of the breakdown of the republican system of government under the impact of Rome's acquisition of an Empire, through the Principate—the restoration of the republican form of government under *princeps* Augustus—to the establishment of the Dominate by Diocletian. Topics to be examined include: the impact of the army on government, the problem of the imperial succession, changes in social and economic conditions, religious developments, the government and Romanization of the provinces from the mid-Republic to the time of Justinian.

*Valerie Warrior*

W 2:10-4

**103a A Tripartite Medieval World**

An examination of the interaction of Latin Christian, Greek Christian, and Islamic society from the christianization of the Roman Empire in the fourth century to the fall of Constantinople in 1453.

*Robert Haddad, Director*

W F 1:10, Th 2:10

**113a An Introduction to the History of the United States, 1492-1876**

A survey with particular emphasis on the development of market capitalism and its consequences for politics, social life, and culture.

*Eric Arnesen, Director*

Lec. T W 8:20; dis. M or T 2:10-4 or W Th 11:20

**113b An Introduction to the History of the United States, 1876-1985**

A survey with particular emphasis on the development of industrial capitalism and its consequences for politics, social life, and culture.

*Maurice Isserman, Director*

Lec. T W 8:20; dis. M or T 2:10-4, or W Th 11:20

## Lectures and Colloquia

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated.

## Antiquity

### [201b (L) The Ancient Near East

Introduction to the history and rediscovery of the earliest civilizations of the Near East, from the Sumerians and the Old Kingdom in Egypt to the Persian Empire.

*Louis Cohn-Haft*

### 202a (L) The Great Age of Greece, 500-336 B.C.

Alternates with 204a.

*Valerie Warrior*

W Th F 11:20

### 203b (L) The Culture of Hellenistic Greece, 336-30 B.C.

Alternates with 205b.

*Valerie Warrior*

W 11:20, Th 10:20-12:10

### [204a (C) The Roman Republic

Alternates with 202a.

*Louis Cohn-Haft*

### [205b (L) The Roman Empire

Alternates with 203b.

*Louis Cohn-Haft*

## Islamic Middle East

### [207a (L) Islamic Civilization to the Fifteenth Century

The emergence, development, and decline of classical Islamic civilization; the reorganization of Mediterranean and Middle Eastern Society after the disintegration of the Roman and Iranian Empires.

*Robert Haddad*

### 208a (L) Islamic Civilization since the Fifteenth Century

The Ottoman and Safavid Empires and their modern successor states; the transformation of traditional institutions under the impact of the West.

*Robert Haddad*

W Th F 9:20, F 10:20 at the option of the instructor

## East Asia

### 211a (L) The Emergence of China

A survey of Chinese society and civilization from c. 1000 B.C. to A.D. 1300. Attention given to political, social, intellectual, and artistic developments. Open to freshmen.

*Sue Gronewold*

M 11:20, T 10:20-12:10

### 212b (L) East Asia in Transformation, A.D. 1300 to 1949

Open to freshmen.

*Sue Gronewold*

M 11:20, T 10:20-12:10

### 213a (C) Aspects of Chinese and Japanese History

Topic for 1984-85: Rebellion and Revolution in Nineteenth- and Twentieth-Century China. Will focus upon traditional religious uprisings such as the White Lotus, the Western-inspired Taipings, The Revolution of 1911, the Communist victory of 1949, and the Cultural Revolution of the 1960s; and upon the role of peasants, women, workers, and intellectuals in these movements. Continuities and discontinuities between revolutionary present and rebellious past will be stressed.

*Sue Gronewold*

M 2:10-4

### [214b (C) Aspects of Chinese History

*Daniel Gardner*



## Europe

### 219a (L) Latin Christian Society, 300-1100

The formation of Latin Christendom out of its Roman, Germanic, and Christian elements.

*Lester Little*

M 9:20-11:10, T 9:20

### 220b (L) Latin Christian Society, 1000-1300

The formation of the basic structures of pre-industrial Europe: cities, markets, roads, buildings, universities, monarchies, "estates," parliaments, and the various forms of religious life.

*Lester Little*

M 9:20-11:10, T 9:20

### [221a (L) Social Contexts of European Religious Communities

From the Benedictines to the Jesuits: recruitment, patronage, governance, livelihood, and reciprocal ties with society. Comparison with other monastic movements and modern communal alternatives to traditional family structures.

*Lester Little*]

### [222b (L) Early English History

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom. To be offered in 1985-86.

*Lester Little*]

### 223a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy

Society, culture, and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance, and the early voyages of discovery. Open to freshmen by permission of the instructor only.

*Joachim Stieber*

M T W 8:20

### 224b (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times

Latin Christian society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to freshmen by permission of the instructor only.

*Joachim Stieber*

M T W 8:20

### 227a (L) England under the Tudors and the Stuarts

Political, social, and intellectual history of England in the sixteenth and seventeenth centuries.

*Howard Nenner*

W Th F 11:20

### 228b (L) England from Revolution through Industrialization

Political, social, and intellectual history of Britain from 1689 to 1850.

*Howard Nenner*

Th F 8-9:10

### [229a (C) Themes in English History since 1485

*Howard Nenner*]

### 232b (C) Problems in the French Revolution

An analysis of the political, social and cultural conflicts in France, 1789-99; attempts at restoring stability; and the varieties of interpretation in explaining these events.

*Frederick McGinness*

W 7:30-9:30

### [233a (L) France since Napoleon

The political, social, and cultural evolution of Modern France: 1815 to the present.]

### [239b (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars

The political, social, and cultural roots of Russian institutions; foreign influences on



the structure of Russian society and polity; evolution of autocracy and the bureaucratic state.

*Joan Afferica*

**240a (L) Tradition and Change in Russian and Soviet History, 1801-1953**

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; prospects for change in the relationship between society and state in Soviet Russia.

*Joan Afferica*

M 11:20, T 10:20-12:10, W 10:20

**[245b (L) The Age of Monarchy and Revolution, 1618-1815**

A comparative analysis of political, social, and economic problems of continental Europe from the beginning of the Thirty Years' War to the French Revolution. Open to freshmen by permission of the instructor only.

*Nelly Hoyt*

**246a (L) The Search for Happiness**

The intellectual history of Europe in the Age of Enlightenment.

*Nelly Hoyt*

W 11:20, Th 10:20-12:10, F 11:20 at the option of the instructor

**[248b (L) Rural France in the Nineteenth Century]**

**250a (L) Europe in the Nineteenth Century**

The problem of secularization and the rise of ideologies; the triumph and failure of middle-class culture and politics, and the challenge of the new mass movements; the maturing of the nation state, the working of the concert of Europe, and its breakdown in the early twentieth century.

*Klemens von Klemperer*

M T 8-9:10, W 8:20 at the option of the instructor

**251a (L) The German Nation since 1871**

*Peter Borowsky*

M T 12:50-2

**[256a (L) The Growth of Industrial Europe, 1750-1914: Social Change and Continuities]**

**Latin America**

**260a (L) Hispanic America in the Colonial Period**

An examination of the social and economic history of Spanish America from the arrival of the Europeans until independence in the early nineteenth century. Topics include Spanish and Indian civilizations on the eve of discovery, physical and spiritual conquest, the forging of new societies, the decline of empire and attempts at reforms, the coming of the wars of independence.

*David Walker*

M 11:20, T 10:20-12:10, W 10:20 at the option of the instructor

**261b (L) Latin America since Independence**

An examination of Latin American history since the achievement of independence. Subjects include the struggle for political stability, the development and decline of export-oriented economies, industrialization, and the increasing demands for popular political participation. Examples from different countries, but particularly from Argentina, Brazil, Cuba, and Mexico.

*David Walker*

M 11:20, T 10:20-12:10, W 10:20 at the option of the instructor

**262a (L) Mexico from Aztec Empire to Modern Republic**

The history of Mexico from the arrival of the Europeans until the present. Particular attention to the creation of a new society, a society that was neither European nor a product of the original inhabitants, the struggle to create a national identity, the Revolution of 1910 and its impact on society.

*David Walker*

T 2:10-4, Th 2:10

**[263a (C) Change and Continuity in Brazilian Society]**

Social conflict and social unrest in nineteenth- and twentieth-century Brazil. Topics include slavery and race relations, immigrant acculturation, messianic movements, peasant political mobilization, literature of protest.

*David Walker]*

**United States****[266a (L) The Colonial Experience in North America]**

Social, political, and cultural development in the British colonies from the earliest Indian-European contacts to the outbreak of the American Revolution.

*Neal Salisbury]*

**[267a (C) American Indians and American Society, 1500 to the Present]**

An introduction to the history of Native Americans and their relations with non-Indians, emphasizing selected problems during the periods of colonization and conquest, and the twentieth century.

*Neal Salisbury]*

**268b (L) America as a New Nation: The Federalists and Republicans, 1789-1820**

Ideological and political developments during the age of Washington and Jefferson. Principal themes: the emergence and definition of an ideology of party and faction, the conflict between agrarian and entrepreneurial views of the world, and the unsettling impact of the French Revolution and its consequences in Europe.

*Stanley Elkins*

W Th F 9:20

**271a (L) The Age of Reform, 1892-1940**

Focus on the impact of reform movements on American politics and society. Populism, Progressivism, the New Deal, industrial unionism, and the struggle for black rights.

*Maurice Isserman*

M 11:20, T 10:20-12:10

**[272b (L) United States Social History, 1815-1940]**

Social, economic, and cultural transformations during the age of industrialization. Focal topics: class, race, and ethnicity; sex roles and the family; religion, reform, and popular culture.

*Neal Salisbury]*

**273b (L) Contemporary America, World War II to the Present**

Topics include America's rise to global power, the Cold War, McCarthyism, the political upheaval of the 1960s, and the politics of scarcity.

*Maurice Isserman*

M 11:20, T 10:20-12:10

**[275a (L) Intellectual History of the United States, 1620-1860]**

*Jackson Wilson]*

**[276b (L) Intellectual History of the United States, 1860 to the Present]**

*Jackson Wilson]*

**[278a (L) Transformation of Work in Nineteenth- and Twentieth-Century America]**

The cultural and social impact of industrialization as experienced by American workers, both in the workplace and the family. The rise of the factory system, "scientific management," and the struggle for workers' control on the shop floor. Particular attention to the way new techniques of production and management transformed "women's work" in the workplace and the home. (E)

*Maurice Isserman]*

**Methodological, Comparative, Cross-Listed, and Inter-Departmental Courses**

Note: all courses in HISTORY OF SCIENCE may be taken for History credit.

**[217a History of the Afro-American Woman and the Feminist Movement, 1830 to the Present**

Same as Afro-American Studies 217a.]

**230b The Historical Imagination**

Same as Classics 230b.

**[270a The History of the South since the Civil War**

Same as Afro-American Studies 270a.]

**[277b The Jazz Age**

Same as Afro-American Studies 277b.]

**280a (C) Problems of Inquiry**

Introduction to methods of historical research, analysis, and writing. For honors students.

*Nelly Hoyt*

Hours to be arranged

**[283b (L) American Economic History: Colonial Times to 1870**

Same as Economics 283b.]

**285b (L) American Economic History: 1870-1950**

Same as Economics 285b. (For History majors, prerequisite Economics 153a or b only).

**286b History of Afro-American People**

Same as Afro-American Studies 286b.

**288b (L) History and Literature of the Two Germanies: 1945 to Present**

Same as HISTORY AND LITERATURE 288b.

**[291a (C) Topics in Comparative History]**

**292a (C) Modern European Studies in History**

Topic for 1984-85: Fascism and the Crisis of the European Mind (integrating course for majors in MESH). (E)

*Peter Borowsky, Klemens von Klemperer*

M 7:30-9:30

**[292b (C) Topics in Comparative History]**

**294a (L) Literature and Politics of England, 1660-1714**

Same as HISTORY AND LITERATURE 294a.

**302b Seminar: The Material Culture of New England, 1670-1840**

Same as American Studies 302b.

**[326a Seminar: Patronage of the Arts in Renaissance and Early Modern Europe**

Same as HISTORY AND MUSIC 326a. See Inter- and Extra-Departmental Course Offerings To be offered in 1985-86.]

**381a The Teaching of History and the Social Studies**

Same as Education 381a.

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## Seminars

**301a, 301b Special Studies**

By permission of the Department, for qualified upperclassmen.

**[307a Problems in the History of the Islamic Middle East**

To be offered in 1985-86.

*Robert Haddad]*

**[317b Topics in Chinese History**

To be offered in 1985-86.

*Daniel Gardner]*

**320b Early European History to 1300**

Topic for 1984-85: Curses, Maledictions, Anathemas, and Excommunication. Textual study of specific formulas of damnation and exclusion, followed by analysis of their literary background, their ideological justification, their historical contexts, and their cultural and psychological functions

*Lester Little*

M 7:30-9:30



**324b Topics in European History, 1300-1660**

Topic for 1984-85: The Power of Princes and Its Limits. Study of the claims made on behalf of princely prerogatives and power, and of the attempts to limit such power in ecclesiastical and in secular society. Attention will be paid to the development of the administrative institutions through which princely power was extended as well as that of the representative institutions (councils, parliaments) which sought to define and to limit it.

*Joachim Stieber*  
W 7:30-9:30

**327b Topics in British History**

Topic for 1984-85: The Persistence of English Monarchy, 1649-1715. An examination of the idea of monarchy in the second half of the seventeenth century, and the challenge to that idea from regicide, republicanism, and revolution.

*Howard Nenner*  
Th 10:20-12:10

**333b Styles of Scientific Thinking in the European Tradition**

The use of experiment in scientific argument, its relation to mathematics and especially to the visual and musical arts, and the development of the concept of hypothetical modelling in scientific inquiry.

*Alistair Crombie*  
T 2:10-4

**339b Topics in Russian History**

Topic for 1984-85: The Intelligentsia in Modern Russia and the Soviet Union. Prerequisite: 240b or the equivalent.

*Joan Afferica*  
M 7:30-9:30

**346a Problems in Eighteenth-Century Intellectual History**

Topic for 1984-85: Voyages Real and Imaginary. The impact of the great voyages of discovery (Cook, Bougainville, de La Pérouse, and others) on knowledge and imagination in the eighteenth century.

*Nelly Hoyt*  
Th 3:10-5

**[350b Modern Europe  
*Klemens von Klemperer*]****[355b Topics in European Social History]****361b Problems in the History of Spain and Spanish America**

*David Walker*  
T 2:10-4

**[365a Topics in Colonial American History]**

To be offered in 1985-86.  
*Neal Salisbury*]

**366b The American Revolution, 1763-1783**

The movement for independence, the development of a republican ideology, the military and diplomatic history of the war, the establishment of new frames of government.

*Stanley Elkins*  
Th 3:10-5

**367a Problems in American History**

Topic for 1984-85: The Rise and Fall of the Cotton Kingdom: The American South 1815-1865.

*Stanley Elkins*  
T 2:10-4

**[375a Problems in United States Intellectual History]**

*Jackson Wilson*]

**383b An Introduction to the Sophia Smith Collection (Women's History Archive)**

Intensive analysis and evaluation of selected research topics or methodological problems by means of lectures, discussions, or demonstrations. Topic for 1984-85: The Reform Impulse, 1848-1920. Documentation of women's role in the United States. Admission by permission of the instructor.

*Mary-Elizabeth Murdock*  
M 2:10-4



**391a Topics in Comparative History**

Topic for 1984-85: The Revolutions of 1848.

*Peter Borowsky*

W 7:30-9:30

**Graduate****400a, 400b Research and Thesis****401a, 401b Special Problems in Historical Study**

Arranged individually with graduate students.

**421a Problems in Early Modern History****441a Problems in Modern European History****471b Problems in American History****The Major**

**Advisers:** Joan Afferica, Stanley Elkins, Maurice Isserman, Lester Little, Howard Nenner, Joachim Stieber.

**Adviser for Study Away:** Nelly Hoyt, first semester; Howard Nenner, second semester.

All sophomores planning to study away from Smith and seniors returning (except those who honor) *must* have their programs approved by the departmental adviser for study away.

The history major comprises 11 semester courses, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the major.
2. Field of concentration: five courses consisting of *either*
  - (a) one history seminar and four courses at the 200 level, no more than two of which may be related courses in other disciplines; *or*

- (b) two seminars and three courses at the 200 level, one of which may be a related seminar or course in another discipline.

3. Additional courses, consisting of four history courses or seminars in at least two fields distinct from the field of concentration.

The S/U grading option is not allowed for courses counting toward the major.

Students who enter the major as upperclasswomen or who have performed successfully on the College Board AP Examination in European history are encouraged to consult with one of the major advisers in the Department on how the requirement of a basis for the major applies to their particular cases.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300-1450; Latin Christian Society in Transformation, 1000-1660; Early Modern Europe, 1300-1815; Modern Europe, 1789 to the Present; Latin America; United States

**The Minor**

**Advisers:** same as those listed for the major

Comprises five semester courses, distributed as follows:

1. The basis of the minor normally will be any two 100-level courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the minor.
2. Field of concentration: three courses, one of which must be a seminar.

**Honors**

**Director:** Joachim W. Stieber.

**501 Thesis**

The honors program is a one-year program. Students who plan to enter honors should apply in the second semester of the junior

year. Students returning from a junior year at another institution or the Junior Year Abroad may apply in September of the senior year.

Honors students will present 11 semester courses for the history major. These will include the basis for the major and

- (1) five courses in the field of concentration;
- (2) History 280a (taken in the first semester of the senior year);
- (3) one semester course in ancient history or related course in Ancient Studies; and
- (4) honors thesis (501) due on April 15.

Seminars or special studies for honors students may be offered in conjunction with selected lecture courses upon consultation with the Director of Honors.

Early in the second semester students will participate in a research workshop that will provide an opportunity to discuss the results of work in progress. Late in the second semester students will be examined orally on the larger field from which the subject of the thesis was chosen.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300-1450; Latin Christian Society in Transformation, 1000-1660; Early Modern Europe, 1300-1815; Modern Europe, 1789 to the Present; Latin America; United States.

## Modern European Studies in History

This interdisciplinary program offered to history majors is designed to coordinate

courses in modern European history (1789 to the present) with related areas of study.

The program consists of 12 semester courses, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, one of which examines the period before 1600. Only two 100-level courses may be counted toward the major.
2. Field of concentration: eight semester courses consisting of:
  - (a) two 200-level courses and two seminars in modern European history, one of the latter being the integrating course (292a) taken either in the junior or senior year; and
  - (b) four 200-level courses dealing with the modern European period in related disciplines.
3. Two additional courses in history outside the field of concentration.

Majors in Modern European Studies in History may apply for admission to the departmental Honors Program. They may also participate in study abroad programs in Europe during the junior year with the permission of their major adviser.

All students interested in Modern European Studies in History should contact Klemens von Klemperer. Since preference for enrollment in 292a will be given to declared majors in the program, interested students are advised to sign up early in the History Department office for this limited-enrollment course.

## Interdepartmental Minor in History of the Sciences

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### Advisers

Kathryn Addelson, Professor of Philosophy  
 George Fleck, Professor of Chemistry  
 Nelly Hoyt, Professor of History; Director, first semester  
 Douglas Patey, Assistant Professor of English  
 Marjorie Senechal, Professor of Mathematics; Director, second semester

The Smith College program in History of the Sciences brings together central concerns of the natural sciences, the social sciences and the humanities, providing a focus for interdepartmental study. Placing contemporary issues in historical perspective, it is of value to students in all three divisions. For students in the natural sciences, it sets the specialized work of the major in a larger social and historical context, helping the student understand the development of individual scientific fields as well as the social and humanistic implications of contemporary science. It also offers an opportunity to develop important critical skills, both in textual analysis and in exposition. For students in the social sciences, it provides perspective for viewing their own fields as part of the broad sweep of the evolution of science, and offers an understanding of social and historical contexts in which the sciences developed. For students in the humanities, it offers an understanding of the development of the sciences and also an appreciation of the scientific method and the importance of empirical evidence, and provides an opportunity to relate humanities courses to scientific ideas and developments.

Requirements: six semester courses, including one course in science and one course in history, chosen with the approval of the History of Science Committee, and four courses in history of science, at least two of which must be taken at Smith and

which must include Special Studies in History of Science (301a or b), directed by the student's adviser in the program. Work in history of science at the Smithsonian Institution under the Semester in Washington Program will be counted as two courses in the minor.

### Courses in the Program (1984-85):

#### **HISTORY OF SCIENCE 101a American Science in the Making**

An interdisciplinary examination of science and scientists, comparing science in colonial and revolutionary America with science in late nineteenth- and early twentieth-century America. Themes include relations between science and technology, professionalization of science, and science education, including the role of women's colleges in the development of science. To be offered in the first semester of each year.

*George Fleck, Ruth Rinard (Hampshire College)*

W F 11:20, Th 10:20-12:10

#### **HISTORY OF SCIENCE 203a Perspectives in the History of Science**

An introductory history of Western science in its cultural context. For fall 1984-85 this history is organized around the development of theories of light and vision. Two lectures and one two-hour discussion per week. Frequent guest speakers, laboratory demonstrations, and slide lectures. Open to



all upperclasswomen; freshmen by permission of the instructor.

*Douglas Patey*

M 9:20-11:10, T 9:20

#### **HISTORY OF SCIENCE 203b Perspectives in the History of Science**

An introductory history of Western science in its cultural context. For spring 1984-85 this history is organized around the development of theories of the structure of matter. Two lectures and one two-hour discussion per week. Frequent guest speakers, laboratory demonstrations, and slide lectures. Open to all upperclasswomen; freshmen by permission of the instructor.

*George Fleck*

W Th F 9:20

#### **HISTORY OF SCIENCE 210b Fact, Fiction, and Fraud in Science**

This course analyzes the problem of scientific fraud in relation to "standard science" in historical and sociological perspective. By examining case studies, we try to relate fraud on the one hand to scientific commitment and competitiveness, on the other to historical and field-dependent criteria for "standard science." Cases and occasional guest speakers will be drawn from, among others, the fields of physics, genetics, biology, biomedicine, and psychology. The course is strongly discussion-oriented. (E)

*Ullica Segerstrale*

T 2:10-4

#### **HISTORY OF SCIENCE 305b Seminar: Science at Smith**

Preliminary studies in the history of the sciences at Smith College from its founding in 1875 to the completion of the Clark Science Center in 1966. The principal source will be the College Archives, supplemented by

interviews and other material. Admission by permission of the instructor. (E)

*Marjorie Senechal*

Hours to be arranged

#### **Anthropology 131b Human Evolution**

No prerequisite.

*Elizabeth Hopkins*

#### **Astronomy 234b History of Astronomy**

No prerequisite.

*Richard White*

#### **History 333b Styles of Scientific Thinking in the European Tradition**

*Alistair Crombie*

#### **History 346a Problems in Eighteenth Century Intellectual History**

Topic for 1984-85: Voyages Real and Imaginary.

*Nelly Hoyt*

#### **Mathematics 350b Topics in the History of Mathematics**

Topic for 1984-85: The History of Pi. Permission of the instructor.

*Stan Wagon*

#### **[Philosophy 224a Philosophy and History of Scientific Thought**

No prerequisite. To be offered in 1985-86.]

#### **Psychology 209a History of Issues in Psychology**

No prerequisite.

*Peter de Villiers, Peter Pufall*

#### **[Religion/Sociology 261a Religion, Science, and Technology**

No prerequisite. To be offered in 1985-86.]

#### **Sociology 222b Biology, Sociology and Ideology**

*Ullica Segerstrale*



## Interdepartmental Minor in International Relations

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### Advisers

Charles Robertson, Professor of Government, Director  
 Peter Rowe, Professor of Government  
 Fred Lawson, Assistant Professor of Government  
 Charles Staelin, Associate Professor of Economics  
 Stuart Brown, Assistant Professor of Economics

The International Relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

Requirements: GOV 240, International Politics; *plus* one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

GOV 231	Problems in Political Development
GOV 242	International Law
GOV 246	Diplomacy
[GOV 340	Seminar in International Law]
GOV 341	Seminar in International Politics. Arms Control and Disarmament
[ECO 213	The World Food System. To be offered in 1985-86.]

ANT 236	Economic Anthropology
ANT 332	Seminar: Imperialism and Its Aftermath

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PEACE & WAR STUDIES 200 Peace and War in the Nuclear Age: An Interdisciplinary Approach

2. One course in international economics or finance:

GOV 241	Politics of International Economic Relations
ECO 205	International Trade and Commercial Policy
ECO 206	International Finance
ECO 209	Comparative Economic Systems
ECO 211	Economic Development
ECO 305	Seminar: International Economics
[ECO 309	Seminar: Topics in Comparative Economic Systems]
ECO 311	Seminar: Topics in Economic Development

3. One course in contemporary American foreign policy:

GOV 243	Foreign Policy of the U.S. since 1898
GOV 244	Foreign Policy of the U.S.

- GOV 346 Seminar in International Politics. U.S. National Security Policy and Strategic Analysis
- ECO 290 The Economics of Defense
- HST 273 Contemporary America: World War II to the Present

4. One course in modern European history or government with an international emphasis:

- HST 250 Europe in the Nineteenth Century
- HST 251 The German Nation since 1871
- [HST 350b Modern Europe: Nationality Relations]
- HST 233 France since Napoleon
- HST 240 Tradition and Change in Russian and Soviet History, 1801-1953
- HST 391 Seminar: Topics in Comparative History. The Revolutions of 1848
- HST 292a [b] Modern European Studies in History
- GOV 221 European Government
- GOV 342 Seminar in Comparative and International Politics. European Intervention in the Middle East
- GOV 222 Government and Politics of the Soviet Union
- GOV 325 Seminar in Comparative Government. Communist Political Systems
- GOV 347 Seminar: Soviet Foreign Policy

5. One course on the economy, politics, or society of a Third-World area:

Africa

- GOV 223 Governments and Politics of the Middle East and North Africa
- GOV 225 Government and Politics of Sub-Saharan Africa

- [GOV 320 Seminar in Comparative Government. To be offered in 1985-86.]
- GOV 344 Seminar in International Politics. South Africa in World Politics
- ANT 231 Africa: A Continent in Crisis

Asia

- HST 213 Aspects of Chinese and Japanese History
- [HST 214 Aspects of Chinese History]
- GOV 226 Government and Politics of Japan. See Five College Course Offerings.
- GOV 228 Government and Politics of China
- GOV 343 Seminar on Foreign Policy of the Chinese People's Republic
- [GOV 349 Seminar in Comparative Government and International Relations]

Middle East

- GOV 348 Seminar in Comparative Government and International Relations. Arab-Israeli Dispute
- [HST 307a Problems in the History of the Islamic Middle East]
- GOV 223 Governments and Politics of the Middle East and North Africa
- [GOV 321 Seminar in Comparative Government. To be offered in 1985-86.]
- ECO 214 Economics of the Middle East and North Africa

Latin America

- ECO 318 Seminar: Latin American Economics

GOV 224	Latin American Political Systems
[GOV 324	Seminar in Comparative Government]
HST 261	Latin America since Independence

At the discretion of the adviser, equivalent courses at other colleges could be substituted for Smith College courses. At least one of the six courses should be at the seminar level.

## Italian Language & Literature

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### Associate Professors

Margherita Silvi Dinale, Dottore in Lettere  
 †Iole Fiorillo Magri, A.M., Dottore in Lingue  
 e Letterature Straniere, Chair  
 \*Alfonso Procaccini, Ph.D., Acting Chair,  
 second semester

### Assistant Professor

Claudio G. Antoni, Ph.D.

### Mellon Lecturer

Giovanna T. Bellesia, Dottore in Lingue

### Visiting Professor in Renaissance Studies

<sup>1</sup>Gianni A. Venturi, Ph.D., Dottore in Lettere

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It is recommended that students planning to major in Italian take History 100a, one course in modern European history, and Philosophy 124a and 125b. Those intending to spend the junior year in Italy should consult the adviser about preparatory courses.

The prerequisite for 226a and b and all advanced courses is 110D or 112. In all literature courses majors will be required to write in Italian; non-majors may do written work in English.

### A. Language

#### 110D Intensive Elementary Course

One-year accelerated course to allow students to be admitted to courses in Group B (Literature) and to profit from study abroad. Regular attendance and language laboratory work is required. Three semesters' credit.

*Members of the department*

M T Th F 2:10, W 2:10-4

#### 111 Elementary Course

A basic introduction to Italian that emphasizes a gradual development of the language skills. Regular attendance and laboratory work are required.

*Members of the department*

M 9:20-11:10, T 9:20, W 3:10, W Th 9:20, F 9:20-11:10

#### 111Db Intensive Elementary Course

Intensive study of language. Prerequisite for 112. One and one-half semester's credit.

*Members of the department*

M T W Th F 8-9:10

#### 112 Intermediate Course

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 111 or 111Db. Conversation and discussion meetings.

*Rita Dinale*

M T 11:20, W 10:20

#### 227a High Intermediate Course

Reading of and comment on contemporary, not exclusively literary, Italian texts and newspaper articles with special emphasis on syntax and style. Italian-English and English-Italian translation. Prerequisite: 110D, 112, or permission of the department.

*Claudio Antoni*

W Th F 11:20

#### 331b Advanced Course

A continuation of 227a, with emphasis on development of style. Intensive oral and written work. Prerequisite: 227a or permission of the department.

*Alfonso Procaccini*

M 11:20, T 10:20-12:10

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## B. Literature

### 226a Survey of Italian Literature

Reading of outstanding works and consideration of their cultural and social background.

*Rita Dinale*

M 2:10, W 2:10-4

### 226b

A continuation of 226a.

*Rita Dinale*

M 2:10, W 2:10-4

### 301, 301a, 301b Special Studies

By permission of the department, for senior majors who have had three semester courses above the introductory level.

*Members of the department*

### 332 Dante: *Vita Nuova*, *Divina Commedia*

*Gianni Venturi*, first semester; *Alfonso Procaccini*, second semester

T 2:10-4, and one hour to be arranged

### [333a Petrarch and Petrarchism

Emphasis on the culture and style of Petrarch. Reasons for and nature of Petrarchism and its European diffusion. Particular attention given to Petrarch's influence on French and English Renaissance poetry. Bilingual texts. Conducted in English. To be offered in 1985-86. *Alfonso Procaccini*]

### [334a Boccaccio and the Novella

Themes, structure, and style. Boccaccio's place in the tradition of European narrative. Bilingual texts. Conducted in English.]

### 335a The Italian Renaissance

The concept of nature in literature and art. Readings from Poliziano, Lorenzo il Magnifico, Ariosto, Tasso, Bembo, etc.

*Gianni Venturi*

Th 2:10-4

### [337a Culture and Literature of the Eighteenth Century

Selected readings from Vico's *Scienza Nuova* and *Autobiografia*; "La Frusta letteraria" and "Il Caffè"; Goldoni's theatre; Alfieri's *Vita* and his tragedies; Foscolo's *Le ultime lettere di Jacopo Ortis*, *Sonetti*, and *Sepolcri*.]

### [338a Italian Novel of the Nineteenth Century

From Manzoni to Verga.]

### [339b Arcadia and Utopia in the Renaissance

An analysis of the Arcadia-Utopia genre together with a study of the two modes. Individual works considered from the following authors: Sannazzaro, Shakespeare, Cervantes, More, Machiavelli, Rabelais, and Campanella.]

### 340a Senior Project

Designed to coordinate the work of the major and direct research for the long paper.

*Members of the department*

### 343b Italian Women Writers of the Twentieth Century

A study and analysis of selected women writers of the twentieth century, who found their own autonomous and creative place in the literature of the time. The authors considered are: Nobel winner Grazia Deledda, and Sibilla Aleramo, Paola Masino, Anna Banti, Elsa Morante, Natalia Ginzburg, Maria Luisa Spaziani, Dacia Maraini. Attention to particularly influential fellow writers and a few contemporary poets.

*Rita Dinale*

Hours to be arranged

## Graduate

**Advisers:** Rita Dinale, Iole F. Magri, Alfonso Procaccini.

450, 450a, 450b Research and Thesis.

451, 451a, 451b Advanced Studies.

## **The Major**

**Advisers:** Rita Dinale, Iole F. Magri, Alfonso Procaccini.

**Adviser for Study Abroad:** Rita Dinale.

**Basis:** 110D or 112.

**Requirements:** nine semester courses in addition to the basis and including the following: 226a and b; 331b; 332; [333a] or [334a]; 335a or [339b]; two of the following: [337a], [338a], [342a], 343b; and 340a, Senior Project.

## **Honors**

**Director:** members of the department.

**501a Thesis.**

**Basis:** 110D or 112.

**Requirements:** nine semester courses in addition to the basis, as in the major, and a thesis (a semester of independent work).

**Two examinations:** one in the general field of Italian literature; one in linguistic preparation.

## Extradepartmental Courses in Japanese Language & Literature

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### Assistant Professor

Esperanza Ramirez-Christensen, M.A., Director

### Visiting Lecturer

Tomoko Graham, M.S.

#### 100 Elementary Course

An introduction to spoken and written Japanese. Developing oral proficiency in the basic expressions and sentence patterns of ordinary conversation, along with the ability to handle the rudiments of the writing system. Oral drills and written exercises based on typical situational dialogues in a Japanese setting.

*Esperanza Ramirez-Christensen*

T 8:20, W Th F 9:20; lab. hours to be arranged

#### 200 Intermediate Course

Continued training in the basic grammar and syntactic structures of the language. Acquisition of skills in reading and aural comprehension through study of varied prose pieces and audio-visual material. Prerequisite: 100 or equivalent.

*Tomoko Graham*

W Th F 8:20 plus one hour to be arranged

#### [250b Japanese Literature in Translation I

Readings in poetry, narrative, and drama aimed at understanding the essential

aspects of the Japanese sensibility before the modern era of Western influence. Lectures on the socio-historical contexts of the works and the character of major literary genres; discussions focus on interpretation of recurrent themes and motifs. To be offered 1985-86.

*Esperanza Ramirez-Christensen]*

#### 260b Japanese Literature in Translation II

Readings in modern literature, especially in the novels of Soseki, Tanizaki, Kawabata, Mishima, and Oe. Themes include the traumatic impact of Westernization on the traditional Japanese consciousness, the peculiar Japanese handling of Western literary genres, the persistent nihilistic strain in the Japanese aesthetic sensibility, and the condition of women in contemporary society. As all readings are in English translation, no knowledge of Japanese is required.

*Esperanza Ramirez-Christensen*

T 4:10, Th 3:10-5

#### 350a Poetic Sequences East and West

Same as COMPARATIVE LITERATURE 350a.

## Interdepartmental Minor in Jewish Studies

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### Advisers

Donna Robinson Divine, Associate Professor of Government

\*\*Myron Glazer, Professor of Sociology & Anthropology

\*Peter Rose, Professor of Sociology & Anthropology  
Jochanan Wijnhoven, Professor of Religion, Director

Students contemplating a minor in Jewish Studies should see an adviser as early as possible to develop a minor course program. This program should draw from more than one academic department and must be approved by an adviser no later than the beginning of the senior year.

Jewish civilization has a recorded history of 4,000 years. With texts spanning the Hebrew Scriptures and modern literature, Jewish writing can be found in many languages: Hebrew, Yiddish, Arabic, English, Spanish. Jewish texts participate in the literary traditions of the Arabs, Germans, Greeks, Slavs, Spaniards, British, and Americans, among others. While the dispersion of the Jewish people has intersected with many civilizations, the Jewish people have made their most noticeable impact on Western civilization and culture. Christianity and Islam possess traditions in common with Judaism. A minor in Jewish Studies is an appropriate rubric in which to focus on components essential to Western civilization and crucial to a liberal arts curriculum. Jewish Studies encompasses a number of scholarly disciplines, and permits students to learn more about the complex interdependence of the multiple sources of Western identity.

Requirements: A total of five courses, to be selected from the following list:

REL 110b **Jewish-Christian Relations**  
*Dennis Hudson and*  
*Jochanan Wijnhoven*

- [REL 185 **Biblical Hebrew**  
*Jochanan Wijnhoven*]
- REL 210a **Introduction to the Bible I**  
*Bruce Dablbberg*
- [REL 222c **Excavation of Tell el-Hesi in Israel**  
*Bruce Dablbberg, Jochanan Wijnhoven*]
- [REL 235a **The Jews of the Middle Ages**  
*Jochanan Wijnhoven*]
- REL 236a **The Emergence of Contemporary Judaism**  
*Jochanan Wijnhoven*
- [REL 285a **Hebrew Religious Texts**  
*Jochanan Wijnhoven*]
- REL 285b **Hebrew Religious Texts**  
*Jochanan Wijnhoven*
- REL 311b **History of Biblical Interpretation**  
*Bruce Dablbberg*
- REL 312a **Archeology and the Bible**  
*Bruce Dablbberg*
- REL 382b **Directed Readings in Religious Texts: Hebrew, Greek or Latin**  
*Jochanan Wijnhoven*
- ARC 201 **Introduction to Archeology**  
*John Bethyon*
- SOC 213b **Ethnic Minorities in America**  
*Peter Rose*
- SOC 313b **Immigrants and Exiles**  
*Peter Rose*
- [GOV 321a **Seminar in Comparative Government: Israeli Society**  
*Donna Robinson Divine*]



GOV 348 Seminar in International  
Relations: The Arab-Israeli  
Dispute

*Donna Robinson Divine*

GOV 381 Special Studies on the  
History of Zionism and  
Israel

*Donna Robinson Divine*

[HST 201b The Ancient Near East  
*Louis Cohn-Haft*]

Additional courses in Hebrew language and  
literature and in Jewish history are available  
at the University of Massachusetts.

## Interdepartmental Minor in Logic

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### Co-directors and Advisers

James Henle, Associate Professor of Mathematics

Thomas Tymoczko, Associate Professor of Philosophy

Stan Wagon, Associate Professor of Mathematics

In this century, logic has grown into a major discipline, with applications to mathematics, philosophy, computer science, linguistics, and cognitive science. The goal of the logic minor is to provide students with the tools, techniques, and concepts necessary to appreciate logic and to apply it to other fields.

Five courses will be required: PHI 121a [b], MTH 207, PHI/MTH 220; and two of the following: PHI 236, [PHI 224a], [PHI 261a], [PHI/MTH 322b], CSC 115, [CSC 250b], MTH 153, MTH 233, MTH 224, [MTH 238a], MTH 350, Special Studies in Logic.

## Mathematics

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### Professors

Marjorie Lee Senechal, Ph.D.  
 \*James Joseph Callahan, Ph.D.  
 Michael O. Albertson, Ph.D.

### Associate Professors

David Warren Cohen, Ph.D., Chair  
 Phyllis Cassidy, Ph.D.  
 James M. Henle, Ph.D.  
 Stan Wagon, Ph.D.  
 Joan P. Hutchinson, Ph.D.

### Assistant Professors

Philip J. Byrne, Ph.D.  
 †Patricia L. Sipe, Ph.D.  
 David Kramer, Ph.D.

### Instructors

\*Una Bray, M.A.  
 Robert J. Currier, B.S.

### Visiting Lecturer

Judith Moran, M.S.

### Visiting Instructor

<sup>1</sup>Mary Beck, B.A.

Students planning to take courses in mathematics are expected to offer at least three entrance credits in mathematics; those planning to major in mathematics are advised to take courses in mathematics throughout the freshman and sophomore years.

Students who receive scores of 4 and 5 on the Advanced Placement Test Calculus AB may not apply that credit toward the degree if they complete Calculus I for credit. Students who receive scores of 4 and 5 on the Calculus BC test may not apply that credit toward the degree if they complete Calculus II for credit.

Several introductory courses with no prerequisite are offered. Three of these courses (100b, 105a, 110b) are specifically intended for students outside mathematics; 120a and 111 provide additional preparation for calculus. Students with suitable preparation may enter directly into an appropriate course in the introductory sequence (121a or b, 122a or b, 153a or b, 201a or b, 202a or b).

### 100b Quantitative Reasoning

Presentation, analysis, and interpretation of data using techniques of probability and statistics, linear algebra, game theory, graph theory, and linear programming. A freshman-level, non-calculus, non-major-oriented course for students who wish to gain skills in the collection, analysis, and interpretation of technical (mathematical) data.

*Una Bray*

W F 1:10, Th 2:10, Th 1:10 at the option of the instructor

### [105a Colloquium in Mathematics I

The finite and the infinite. Historical notions of infinity, finite and infinite sets, adding infinitely many numbers, the notion of a finite physical universe, paradoxes of infinity. To be offered in 1985-86.]

### 110b Colloquium in Mathematics II

Polyhedra: Theory and applications. Soap bubbles in a froth, rigid spherical structures, and crystals are all examples of natural polyhedra. Beginning with these, the theory of polyhedra will be developed, including regular and semiregular polyhedra, Euler's formula, duality and symme-

try. Applications to architecture, engineering, biology, chemistry, and other fields will be explored. No prerequisite.

*Marjorie Senechal*

M 9:20-11:10, T 9:20

### 111 Algebra and Trigonometry

The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem-solving techniques and analytical thinking. Topics include logic and elementary set theory, the arithmetic of the real number system, the geometry of the real line, linear and quadratic equations, absolute value, inequalities, the real plane, conic sections, trigonometry, and elementary functions.

Admission by permission of the instructor.

This is a full year course and carries four semester hours' credit.

*Judith Moran*

M 8:20 or 9:20 (choose one), W 9:20, F 9:20-11:10

### 120a Pre-calculus Mathematics

Inequalities, lines, slopes, polynomials, functions, graphs, trigonometry. For students who need additional preparation before taking calculus.

*Marjorie Senechal*

W Th F 9:20, F 10:20 at the option of the instructor

### 121a Calculus I

The derivative, the antiderivative, differentiation, applications to graphs, optimization problems, the definite integral.

*Members of the department*

M T W 8:20, M T 8 at the option of the instructor; M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 9:20, F 10:20 at the option of the instructor; W Th F 11:20, Th 10:20 at the option of the instructor

### 121b A repetition of 121a

*Members of the department*

M T W 8:20, M T 8 at the option of the instructor; M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 9:20, F 10:20 at the option of the instructor

### 122a Calculus II

Inverse functions, finding antiderivatives, infinite sequences and series, power series and polynomial approximations. Prerequisite: 121a or b or the equivalent.

*Members of the department*

M T W 8:20, M T 8 at the option of the instructor; M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 9:20, F 10:20 at the option of the instructor

### 122b A repetition of 122a

*Members of the department*

M T W 8:20, M T 8 at the option of the instructor; M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 9:20, F 10:20 at the option of the instructor; W Th F 11:20, Th 10:20 at the option of the instructor

### 153a Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modelling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting, combinatorics and probability.

*Michael Albertson*

M 11:20, T W 10:20, T 11:20 at the option of the instructor

### 153b A repetition of 153a

*Joan Hutchinson*

M 11:20, T W 10:20 at the option of the instructor

### 201a Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Prerequisite: 122a or b or the equivalent, or 153a or b.

*Members of the department*

M T W 8:20, M T 8 at the option of the instructor; M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 9:20, F 10:20 at the option of the instructor



**201b A repetition of 201a***Members of the department*

M 11:20, T W 10:20, T 11:20 at the option of the instructor; W Th F 11:20, Th 10:20 at the option of the instructor

**202a Calculus III**

Vectors, partial differentiation, and multiple integration with applications. Prerequisite: 122a or b; 201a or b is suggested.

*Stan Wagon*

W Th F 9:20, F 10:20 at the option of the instructor

**202b A repetition of 202a***James Henle, Stan Wagon*

M T W 8:20, M T 8 at the option of the instructor; W Th F 11:20, Th 10:20 at the option of the instructor

**204a Topics in Applied Mathematics**

Topic for 1984-85: The Geometry of the Solid State. Systems of points, regularity and local regularity, symmetry, the theory of space partitions. Applications to solid state physics. Prerequisite: 201a or b, and 202a or b.

*Marjorie Senechal*

M 11:20, T W 10:20, T 11:20 at the option of the instructor

**205a Advanced Calculus**

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss, and Stokes. Prerequisite: 201a or b and 202a or b, or permission of the instructor.

*Phyllis Cassidy*

W F 1:10, Th 2:10

**207b Mathematical Structures**

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: PHI 121a or b or a 200-level mathematics course, or permission of the instructor. Offered in alternate years.

*James Henle*

M T 1:10, W 2:10

**210b Introduction to Numerical Methods**

Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisites: 201a or b, and some knowledge of a computer language, e.g., FORTRAN, Pascal, or BASIC.

*Michael Albertson*

M 9:20-11:10, T 9:20

**220b Logic and the Undecidable**

Same as Philosophy 220b.

**222a Differential Equations**

Theory and applications of ordinary differential equations. Prerequisites: 201a or b and 202a or b, one of which may be taken concurrently.

*Robert Currier*

M T W 8:20, M T 8 at the option of the instructor

**224b Topics in Geometry**

Topic for 1984-85: To be announced. Prerequisites: 201a or b and 202a or b.

*Robert Currier*

W F 1:10, Th 2:10

**233a An Introduction to Modern Algebra**

An introduction to the concepts of abstract algebra, including groups, rings, and fields. Prerequisite: 121a or b, or the equivalent, and 201a or b, or permission of the instructor.

*James Henle*

M T 1:10, W 2:10

**[238a Theory of Numbers]**

Properties of integers including congruences, primitive roots, quadratic residues, diophantine equations. Prerequisite: 121a or b, or the equivalent, and 201a or b, or permission of the instructor. To be offered in 1985-86.]

**243b Introduction to Analysis**

The real number line, continuous functions, differentiation, sequences and series of functions, measure and integration. Pre-

requisites: 201a or b and 202a or b, or permission of the instructor.

*David Cohen*

M 11:20, T W 10:20, T 11:20 at the option of the instructor

#### **246a Probability**

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisite: 122a or b.

*Philip Byrne*

M 9:20-11:10, T 9:20

#### **247a Statistics**

The analysis of data in linear models. Applications of least squares theory including regression, analysis of variance. Prerequisite: 122a or b, and 201a or b.

*Philip Byrne*

W Th F 9:20, F 10:20 at the option of the instructor

#### **247b A repetition of 247a**

*Philip Byrne*

W Th F 11:20, Th 10:20 at the option of the instructor

#### **250a, [250b] Foundations of Computer Science**

Same as Computer Science 250a, 250b.

#### **253b Combinatorics and Graph Theory**

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems, and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective planes, block designs, coding theory. Prerequisite: 121a or b, or the equivalent, and 201a or b.

*Una Bray*

W Th F 9:20, F 10:20 at the option of the instructor

#### **301a, 301b Special Studies**

By permission of the department, for majors who have had at least four semester courses beyond 122a or b.

#### **302a, 302b Special Studies for Honors Students**

Directed reading, exposition, and a thesis. The topic of specialization chosen in consultation with the director at the beginning of the senior year. Either 302a or 302b may be taken for double credit.

#### **303b Advanced Topics in Discrete Applied Mathematics**

Topic for 1984-85: Discrete Dynamical Systems. Models from the physical, life, and social sciences, period maps, difference equations, sub-harmonic bifurcations, chaos and strange attractors, determinacy and sensitive dependence. Prerequisites: any two of: 205a, 222a, 233a, 253b, or permission of the instructor; programming experience useful. Alternates with 304b.

*James Callaban*

M T 1:10, W 2:10

#### **[304b Advanced Topics in Continuous Applied Mathematics**

Prerequisites: 205a and 222a; programming experience expected. Alternates with 303b. To be offered in 1985-86.]

#### **[322b Topics in Advanced Logic**

Same as Philosophy 322b. To be offered in 1985-86.]

#### **324b Complex Variables**

Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 205a or 243b.

*Phyllis Cassidy*

W Th F 11:20, Th 10:20 at the option of the instructor

#### **333b Topics in Abstract Algebra**

Topic for 1984-85: Group Representations. The theory of linear representations of groups, including irreducible representations, character theory, and induced representations. Applications to physics and chemistry will also be discussed. Prerequisite: 233a.

*Marjorie Senechal*

Th F 8

**342a Topics in Topology and Geometry**

Topic for 1984-85: General Point Set Topology. Prerequisite: 243b or permission of the instructor.

*Robert Currier*

M 9:20-11:10, T 9:20

**343a Topics in Mathematical Analysis**

Topic for 1984-85: Hilbert Space and Quantum Mechanics. The theory and applications of Hilbert space and its role in the foundations of nonclassical science.

Prerequisite: 243b.

*David Cohen*

M T 1:10, W 2:10

**350b Topics in the History of Mathematics**

Topic for 1984-85: The History of  $\pi$ . How questions and results about the nature of the number  $\pi$  relate to progress in mathematics. From ancient results (formula for area of a circle, relation to calculus, circle-squaring) to modern (infinite series, computational techniques, transcendental nature of  $\pi$ ). Prerequisites: Any two of 210b, 207b, 224b, 233a, 238a, 243b, 253b.

*Stan Wagon*

M 11:20, T W 10:20, T 11:20 at the option of the instructor

**Graduate**

**420a, 420b Special Studies in Topology and Analysis**

**430a, 430b Special Studies in Modern Geometry**

**440a, 440b Special Studies in Algebra**

**The Major**

**Advisers:** Michael Albertson, James Callahan, Phyllis Cassidy, David Cohen, James Henle, Joan Hutchinson, Marjorie Senechal, Patricia Sipe, Stan Wagon.

**Adviser for Study Abroad:** Marjorie Senechal.

Old requirements, applicable to the Class of 1985: nine semester courses, including 201a or b and 202a or b. One (or two) of the required nine courses may be replaced by two (or four) of the following courses: Astronomy 222b, 337a, 343a, 344b; Chemistry 231a and/or b; Computer Science 212a or b, 390b; [Economics 229b]; Physics 214b, 220a, 222a, 322b, 334a, [340b]; one of Psychology 303a, Economics 280a, [Government 365a], provided it follows Mathematics 246a. The mathematics courses must be at the intermediate (200) or advanced (300) level except that either MTH 122a or b or MTH 153a or b, but not both, may be counted toward the major; at least one course must be at the advanced level.

New requirements, applicable beginning with the Class of 1986: the same as those above except that Psychology 303a, Economics 280b, and Government 365a do not count for credit toward the major.

**The Minor**

**Advisers:** same as those listed for the major. James Callahan, Supervisor.

The minor in Mathematics consists of 201a or b (Linear Algebra) plus four other courses selected from any one of the following groups:

**Applied Mathematics Minor**

202, 204, 205, 210, 222, 233, 246, 247, 253, 303, 324

**Discrete Mathematics Minor**

210, 220, 233, [238a], 250, 253, 303, [322b], 333

**Algebra—Analysis—Geometry Minor**

202, 224, 233, [238a], 243, [322b], 333, 342, 343

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

## **Honors**

**Director:** Joan Hutchinson.

**Requirements:** in addition to the nine courses required for the major, students must take the Special Studies for honors students (302a and 302b, which include the thesis) in the senior year. Either 302a or 302b may be taken for double credit.

**Examination:** in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.



# Interdepartmental Major in Medieval Studies

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**Advisers and Members of the Medieval Studies Council**

- Alice Clemente, Professor of Spanish & Portuguese; Director, first semester
- Paul Evans, Professor of Music
- Robert Haddad, Professor of History
- Vernon Harward, Professor of English; second semester
- Thalia Pandiri, Associate Professor of Classics; second semester
- Joachim Stieber, Professor of History
- Jochanan Wijnhoven, Professor of Religion; Director, second semester

Students are advised to consult the current Five College Medieval Studies brochure when selecting their courses.

Note: no single course may be counted in fulfillment of more than one of the requirements.

**Basis:**

- A. Two semester courses in different departments, chosen from among the following: Art 100 (only the first semester may be counted for credit in the major); English 120a (section on "Medieval Narrative"), English 207 (only the first semester may be counted for credit in the major); French 210a or b; History 100a, 103b; Italian 226a; Music 200a; Spanish and Portuguese 215a or b; Religion 188a.
- B. Latin 111 or 111Db (unless exempted by the Classics Department), to be taken no later than the junior year. (Students are encouraged to take, whenever possible, at least one semester of Latin beyond the level of Latin 111 or 111Db.)

**Requirements:**

- (1) 11 semester courses, including the basis and including Latin 111 or 111Db (unless exempted from the Latin requirement);
- (2) seven courses in addition to the basis, above the 100 level, as follows:

one semester medieval history course, chosen from the listing below; one semester medieval religion course, chosen from the listing below; one semester medieval course in either art or music, chosen from the listing below; two semester courses in medieval language and/or literature, not necessarily taken in the same department (one course in classical Latin literature may be taken in addition to Latin 213b in fulfillment of this requirement); and two other semester courses, chosen from the listing below.

Distribution: three of these courses, including at least one at the 300 level, must be taken in one of the participating departments (an exception is made for concentration in medieval language or literature, where two courses may be taken in one department and one in another: e.g., French 315b, French 335a, and Latin 213b); two courses must be taken in another of the participating departments.

In addition to courses listed below, courses which are devoted for at least eight weeks of the semester to medieval material may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject

**301, 301a, 301b    Special Studies**

Admission by permission of the instructor and the Medieval Studies Council.

**Honors**

Director: Alice Clemente.

**501a    Honors Thesis**

Admission by permission of the Medieval Studies Council.

Requirements: the same as those for the major; a thesis, normally one semester, the subject of which should, preferably, be determined in the second semester of the junior year; an oral examination on the thesis and a written examination on the area of concentration within the major.

**Approved courses for 1984-85  
are as follows:**

**Art**

- 221a    Early Medieval Art
- 222b    Romanesque and Byzantine Art
- 321a    Studies in Early Medieval Art

**Latin**

- 221a    Readings in Latin Literature
- 212a    Poetry of Ovid
- 212b    Virgil, *Aeneid*
- 213b    Medieval Latin

**English**

- 211b    Beowulf
- 214a    Chaucer

- 214b    Chaucer

- 309a    Arthurian Literature of the Middle Ages

**French**

- 315a    French Literature of the Middle Ages

**History**

- 219a    Latin Christian Society 300-1100
- 220b    Latin Christian Society 1000-1300
- 223a    Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy
- 320b    Early European History
- 324b    Topics in European History 1300-1660

**Italian**

- 332    Dante: *Vita Nuova*, *Divina Commedia*

**Music**

- 403a    Seminar in Medieval Music

**Religion**

- 230a    History of Christian Thought I
- 275b    Islam
- 285b    Hebrew Texts: Maimonides, Judah ha-Levi and others
- 330b    Historical Theology. Topic for 1984-85: The Spirituality of the Middle Ages

**Spanish and Portuguese**

- 331a    The Structure of the Spanish Middle Ages in Literature

## Music

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### Professors

Paul Richer Evans, Ph.D.  
Robert Martin Miller, Mus.M., Lic. de  
Concert

Adrienne Auerswald, A.M.

\*Philipp Otto Naegele, Ph.D.

Lory Wallfisch

\*William Petrie Wittig, Mus.M.

Ronald Christopher Perera, A.M.

§Peter Anthony Bloom, Ph.D.

### Associate Professors

John Porter Sessions, Mus.M.

†Donald Franklin Wheelock, M.Mus.

Kenneth Edward Fearn, Mus.M.

Monica Jakuc, M.S.

Richard Jonathan Sherr, Ph.D., Chair

Ruth Ames Solie, Ph.D.

\*Theodore Morrison, Director of Choral  
Music

### Assistant Professors

Karen Smith, M.M.

Janet Lyman Hill, M.A.

Jane Bryden, M.M.

### Visiting Assistant Professor

<sup>2</sup>Mallorie Chernin, M.M.

### Lecturers

Grant R. Moss, M.M.A.

Magen Solomon, M.M.

Karen Anne Tarlow, D.M.A. (Music and  
Education & Child Study)

### Visiting Instructor

(at Smith College under the  
Five College Program)

<sup>2</sup>Veronica Kadlubkiewicz, M.A.

Courses listed below as introductory are designed specifically for students with little or no previous training in music. Prospective majors are advised to take 110a and b in the freshman year and 200a and b in the sophomore year. They, as well as non-majors with prior musical experience, may take 200a as freshmen. (Those with a strong background in harmony may take an examination to determine whether exemption from 110a is warranted.)

### Introductory Courses

#### 100a Classical and Popular Music in the Twentieth Century

An introduction to music designed specifically for those with no previous training,

with special emphasis on the ballet and the musical theatre.

*William Wittig*

M T 1:10 and one hour to be arranged

#### 104a The Art of Listening

An introduction to music designed especially for those with no previous training, but also appropriate for those with musical background who wish to refine their skills as listeners. Emphasis on the aural understanding of a varied musical repertoire, some of which may be chosen by members of the class, but not on written notation or technical analysis.

*Ruth Solie*

M T 1:10, W 2:10 and one hour to be arranged

**106b Fundamentals of Music**

An introduction to the elements of music designed specifically for those with no previous training. Through composing and analyzing, students will explore notation, rhythm, melody, harmony, and simple counterpoint.

*Ruth Solie*

W Th F 11:20 and one hour to be arranged

**A. Theory and Composition****110a Tonal Harmony**

Harmonic materials and procedures in the common practice period. Four-part writing, ear training, and analysis. Prerequisite: satisfactory performance on a placement test (given during orientation and before spring pre-registration) to determine the student's ability to hear and notate elementary pitch and rhythmic relationships.

*Ruth Solie, Ronald Perera*

M 9:20-11:10, T 9:20; W Th F 9:20, F 10:20 at the option of the instructor

**110b Chromatic Harmony**

Harmonic procedures in the romantic period. Prerequisite: 110a or permission of the instructor.

*Karen Tarlow*

M T 12:50-2, W 2:10

**126a Musical Sound**

Same as Physics 126a.

**221a Tonal Counterpoint**

Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon, and fugue. Ear training, analysis, and practice in contrapuntal writing. Prerequisite: 110b or permission of the instructor.

*Karen Tarlow*

M 11:20, T 10:20-12:10, W 10:20

**221b Contemporary Procedures**

Study of major developments in twentieth-century music. Writing and analytic work

focusing on non-tonal harmonic practice, serial composition, and other musical techniques. Prerequisite: 110b or permission of the instructor.

*Ruth Solie*

M 11:20, T 10:20-12:10, W 10:20

**233a Composition**

Prerequisites: 110b and permission of the instructor.

*Ronald Perera*

W F 11:20, Th 10:20-12:10

**233b Composition**

Prerequisite: 233a or permission of the instructor.

*Ronald Perera*

W F 11:20, Th 10:20-12:10

**316b The Teaching of Music**

Same as Education 316b.

**331b Topics in Theory**

Topic for 1984-85: Studies in Recent American Music. Taking as its premise that Americans are living in a period of stylistic pluralism in musical composition, this course will examine representative composers and recent works that embody such diverse tendencies as minimalism, the new tonality, performance art, and "classic" avant-garde concepts. Several short papers and one large project. Prerequisite: two 200-level courses in Division A or permission of the instructor.

*Ronald Perera*

T 4:10, Th 3:10-5

**342a Seminar in Composition**

One individual lesson per week, and seminar meetings to be arranged. Performance of student works when possible. Recommended background: 233b. Admission by permission of the instructor.

*Ronald Perera*

Hours to be arranged

**342b Seminar in Composition**

One individual lesson per week, and seminar meetings to be arranged. Performance



of student works when possible. Recommended background: 233b or 342a. Admission by permission of the instructor.

*Ronald Perera*

Hours to be arranged

### 345a Electronic Music

Introduction to *musique concrète* and synthesizer sound production through practical work, assigned reading, and listening. Enrollment limited to eight. Admission by permission of the instructor. Recommended background: a semester course in music theory or composition.

*Ronald Perera*

T 4:10, Th 3:10-5

### [345b Electronic Music Composition

Enrollment limited to six. Prerequisites: 345a and permission of the instructor.

*Ronald Perera*]

## B. History

### 200a A Historical Survey of Music

An introduction to the principal styles and monuments of Western music from the middle ages to the mid-eighteenth century. Open to all students (including freshmen) who have had some previous musical experience or who have obtained permission of the instructor.

*Paul Evans, Richard Sherr*

M 9:20-11:10, T 9:20; W Th F 9:20, F 10:20 at the option of the instructor

### 200b A continuation of 200a

Western music from the mid-eighteenth century to the twentieth century. Prerequisite: 200a or permission of the instructor.

*Richard Sherr*

W Th F 9:20, F 10:20 at the option of the instructor

### 251a The History of the Opera

History of the form from its inception to the present, with emphasis on selected masterworks.

*Richard Sherr*

T Th 1:10, W 2:10

### [253b Popular Music in the Nineteenth Century

An examination of the published vocal music of nineteenth-century England and America, with special attention to the work of Arthur Sullivan in England and of Henry Russell, Stephen Foster, George F. Root, and Paul Dresser in America. A reading knowledge of music is recommended. To be offered in 1985-86.

*Richard Sherr*]

### [271a Richard Wagner

Same as MUSIC, GERMAN, COMPARATIVE LITERATURE 271a. See Inter- and Extra-Departmental Course Offerings. To be offered in 1986-87.]

### [302b Music in the Middle Ages

A study of Western music beginning with the chant of the early Christian church and continuing through the flowering of medieval music in France and Italy in the fourteenth century. Prerequisite: 200a or permission of the instructor. To be offered in 1985-86.

*Paul Evans*]

### 304a Music of the Earlier Baroque

The interaction between French and Italian music in the seventeenth century. Music in England and Germany. Prerequisite: 200a or permission of the instructor.

*Paul Evans*

T 2:10-4, Th 2:10

### 305b Music of the High Baroque

Bach, Handel, Rameau, and their contemporaries. Prerequisite: 200a or permission of the instructor.

*Paul Evans*

T 2:10-4, Th 2:10

### 307b Beethoven

A chronological survey of Beethoven's music, concentrating on the piano sonatas, string quartets, and symphonies. Prerequisite: 200b or permission of the instructor. Recommended background: 110a or the equivalent.

*Richard Sherr*

T Th 1:10, W 2:10

**[308a Music in the Nineteenth Century]**

From the death of Beethoven to the death of Mahler: selected works in large- and small-scale forms from analytical and historical perspectives. Prerequisite: 200b or permission of the instructor. Recommended background: 110a or the equivalent. To be offered in 1986-87.

*Peter Bloom*]

**310b Modern Music**

Selected works by Debussy, Schoenberg, Berg, and Dallapiccola from analytical and historical perspectives. Prerequisite: 200b or permission of the instructor. Recommended background: 110b or the equivalent.

*John Sessions*

Th 7:30-9:30

**[326a Patronage of the Arts in Renaissance and Early-Modern Europe]**

Same as HISTORY AND MUSIC 326a. See Inter- and Extra-Departmental Course Offerings. To be offered in 1985-86.]

**[335b Poetry and Music of the Troubadours]**

Same as MUSIC, FRENCH, COMPARATIVE LITERATURE 335b. See Inter- and Extra-Departmental Course Offerings.]

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## C. Performance

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence, and potential ability. There are fees for all courses involving individual instruction and for the use of practice rooms.

Courses in performance normally require one hour of individual instruction per week. Students taking half-courses in performance are expected to practice a minimum of one hour a day; those taking full courses in performance, two hours a day.

Two performance courses may not be taken concurrently without permission of the department.

Introductory-level courses in performance must be taken above a regular program—that is, eight semester courses per year—and are counted as half-courses. Exception: a sophomore who plans a Music major may, with the permission of the department, elect the second-year course in performance within a four-course program for full credit.

Intermediate- or advanced-level courses in performance may be taken within a regular program as a full course, or above a regular program as either a full course or a half course. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the 100 level must take at least two full courses in music during their years at Smith College. It is recommended that these courses, preferably in theory, be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 hours of credit earned in courses in performance (Division C) may be counted toward graduation.

Auditions, ideally to be prepared during the summer months, are to be scheduled upon arrival on campus through the office of the department. Students must register for performance courses at the department office, but registration is tentative until audition results are posted.

**Stringed Instruments; Wind Instruments:** Candidates for these courses are expected to play a piece of their own choice.

**Voice:** Candidates for Music 141 are expected to perform a song for solo voice.

**Piano:** Candidates for Music 121 are expected to play three pieces representing three of the following musical style-periods: baroque, classic, romantic, impressionist, contemporary.

**Organ:** Courses in organ are not normally open to freshmen, but a candidate who demonstrates advanced proficiency in piano may receive special permission to register for Music 132 in the freshman year.

All students in performance courses, regardless of level of advancement, proceed sequentially from the lowest course number to the highest.

**Piano.** 121, 122, 222, 323. *Robert Miller, Lory Wallfisch, Kenneth Fearn, Monica Jakuc.*

**Organ.** 132, 232, 333. Prerequisite: 121 or the equivalent. *Grant Moss.*

**Harpsichord.** 123, 224, 325. Prerequisite: 121 or permission of the instructor. *Lory Wallfisch, Grant Moss.*

**Voice.** 141, 142, 242, 343. *Adrienne Auerswald, Karen Smith, Jane Bryden.*

**Violin.** 151, 152, 252, 353. *Philipp Naegele, Janet Hill, Veronica Kadlubkiewicz.*

**Viola.** 161, 162, 262, 363. *Janet Hill.*

**Violoncello.** 171, 172, 272, 373. *John Sessions.*

**Double bass.** *Salvatore Macchia* (UMass).

**Viola da Gamba.** 163, 164, 264, 364. *Alice Robbins.*

**Wind Instruments.** 181, 182, 282, 383. *William Wittig*, flute; *Andrea Bonsignore* (Mt. Holyoke), oboe; *Lynn Sussman*, clarinet; *Mary Lou Wittig*, horn; *Frank Morelli* (UMass), bassoon; *Emily Samuels*, recorder.

**Brass Instruments.** Instructors from UMass: *Walter Chesnut*, trumpet; *Lamar Jordan*, trombone; *George Parks*, tuba.

**Percussion.** *Peter Tanner* (UMass).

**Guitar.** *Philip de Fremery* (Mt. Holyoke).

**Lute.** *Peter Lebman.*

**Other Instruments.** 111, 112, 212, 313.

### 101a Sight-singing

Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship. Prerequisite: some singing experience. Preference will be given to members of the Smith College choral organizations. One-quarter course credit. Section A: beginning, enrollment limited to 12. Section B: intermediate, enrollment limited to 12. (E)

*Magen Solomon*

A: T Th 2:10 and one hour to be arranged;

B: T Th 4:10 and one hour to be arranged

### 101b Sight-singing

A repetition of 101a. One-quarter course credit. Section A: beginning, enrollment limited to 12. Section B: intermediate, enrollment limited to 12. (E)

*Magen Solomon*

A: T Th 2:10 and one hour to be arranged;

B: T Th 4:10 and one hour to be arranged.

### 220a Conducting

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisite: 110b or 200b or permission of the instructor. One-quarter course credit. Section A (advanced, enrollment limited to 16); Section B (beginning). A: *Theodore Morrison*; B: *Magen Solomon*  
A: T 2:10-4; B: Th 10:20-12:10



**220b Conducting**

A continuation of 220a, Section B. Prerequisite: 220a, Section B or permission of the instructor. One-quarter course credit.

*Magen Solomon*

Th 10:20-12:10

**[241a English Diction for Singers**

Prerequisite: 142 or permission of the instructor. Two class hours. One-quarter course credit. To be offered in 1985-86.]

**[241b German and French Diction for Singers**

Prerequisite: 142 or permission of the instructor. Two class hours. One-quarter course credit. To be offered in 1985-86.]

**Chamber Music Ensembles**

191a, 191b, 192a, 192b, 292a, 292b, 393a, 393b. Open on a limited basis to qualified students who are studying their instruments. These courses require a one-hour lesson and three hours of practice per week. One-quarter course credit.

*Philipp Naegele, John Sessions, Janet Hill*

**Five-College Orchestra**

Two formal concerts each semester. Open by audition to students at Smith and to students at the other Valley institutions.

*Dennis Burkh (UMass), Conductor*

**Chamber Orchestra**

A string chamber orchestra gives one concert each semester, normally preceded by four Thursday evening rehearsals.

*Philipp Naegele, Director*

**Choral Ensembles**

**Glee Club:** Open to sophomores, juniors, seniors, Ada Comstock Scholars, and graduate students.

**College Choir:** Open to freshmen and, in some cases, upperclasswomen.

**Smith Chorale:** Open to all students and to women of the Smith faculty and staff.

**Chamber Singers:** Open to selected members of the Glee Club and College Choir.

Membership in these ensembles is by audition. These groups perform in concert and on tour and provide music in the college chapel. Theodore Morrison (first semester), Mallorie Chernin (second semester), Magen Solomon.

**The Five College Collegium and Early Music at the Five Colleges**

The Five College early music program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance, and the Baroque. An extensive collection of Medieval, Renaissance, and Baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the five colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and non-credit group instruction. Smith students should contact Jane Bryden, Emily Samuels, or Alice Robbins for further details.

**Graduate**

Requirements for the Master of Arts degree in music are listed on page 31 of the *Catalogue*.

All graduate seminars are open to seniors by permission of the instructor.

**Adviser:** Paul Evans.

**400, 400a, 400b Research and Thesis.**

**401, 401a, 401b Special Studies.**

**[402 Proseminar in Music History**

Musical paleography and notation from A.D. 1100 to 1600. Required of graduate students during one of their years in resi-



dence. Open to undergraduates by permission of the instructor. To be offered in 1985-86.

*Paul Evans (first semester); Richard Sherr (second semester)*]

#### **403a Seminar in Medieval Music**

*Paul Evans*

M 2:10-4

#### **[406a Seminar in Renaissance Music**

To be offered in 1986-87.

*Richard Sherr]*

#### **407b Seminar in Baroque Music**

*Paul Evans*

M 2:10-4

#### **410a Seminar in Contemporary Music**

A consideration of early non-tonal works by Schoenberg and of late songs and piano music by Debussy.

*John Sessions*

Th 7:30-9:30

#### **[411b Seminar in the History of Music Theory**

A study of the principal writers on the theory of music from the Greeks to the early twentieth century, with particular emphasis on the interaction between theoretical speculation and musical style. Undergraduate Music majors accepted by permission of the instructor.

*Ruth Solie]*

### **Graduate Performance Courses**

**Piano.** 424, 425.

**Organ.** 434, 435.

**Harpsichord.** 426, 427.

**Voice.** 444, 445.

**Violin.** 454, 455.

**Viola.** 464, 465.

**Violoncello.** 474, 475.

**Viola da Gamba.** 468, 469.

**Wind Instruments.** 484, 485.

**Other Instruments.** 414, 415.

## **The Major**

**Advisers:** Adrienne Auerswald, John Sessions, Ruth Solie.

**Adviser for Study Abroad:** Richard Sherr.

Basis for the major: 110a and b, and 200a and b.

Requirements: 10 semester courses: 110a and b, 200a and b, two intermediate-level courses in Division A (selected from 221a, 221b, or 233a or b), one advanced-level course in Division A (selected from 331b, 342a or b, 345a or b), and three further courses at the intermediate or advanced level in Division B. Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French, and Italian.

## **The Minor**

**Advisers:** Adrienne Auerswald, John Sessions, Ruth Solie.

Basis: 110a and 200b.

Requirements: six semester courses: 110a, 200b, and four additional courses selected in accordance with the student's experience in music.

For those with previous training in music (e.g., the ability to read music, several years of instrumental instruction, or the like): 110a, 200b, and four additional courses in Division A and/or B.

For those with little or no previous musical training: one or two Introductory Courses (selected from 100a, 104a, and 106b); 110a and 200b; and two or three further courses in Division A and/or B.

## **Honors**

**Director:** Paul Evans.

**501a Thesis.**

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar, and present a thesis (501a) or a composition normally equivalent to one first-semester course.

Examination: students will take an oral examination on the subject of the thesis.

## Interdepartmental Minor in Neuroscience

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**Advisers**

Richard Olivo, Associate Professor of Biological Sciences, Co-director  
Leanna Standish, Assistant Professor of Psychology, Co-director  
Patricia Di Lorenzo, Assistant Professor of Psychology

**Other Participating Faculty**

Margaret Olivo, Associate Professor of Biological Sciences  
Jeanne Powell, Professor of Biological Sciences  
Frances Volkmann, Professor of Psychology

The Neuroscience minor permits students interested in the biological basis of behavior to combine courses in psychology and biological sciences into a coordinated study of the nervous system at levels ranging from molecules to the behavior of whole animals.

Requirements: Five core courses: PSY 211a, Introduction to Physiological Psychology;

BIO 230a, Animal Physiology; PSY 311a, 311b, Advanced Laboratory in Physiological Psychology (two courses); BIO 300b, Neurophysiology; and one elective chosen from the following: [PSY 316b, Seminar in Biopsychology]; PSY 212b, Developmental Psychobiology; BIO 345b, Animal Behavior; BIO 330b, Developmental Biology; BIO 204a or b, Vertebrate Zoology.

# Philosophy

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## Professors

\*Murray James Kiteley, Ph.D.

†Kathryn Pyne Addelson, Ph.D.

†Malcolm B. E. Smith, Ph.D.

## Associate Professors

A. Thomas Tymoczko, Ph.D.

Jill G. de Villiers, Ph.D. (Psychology and Philosophy)

John M. Connolly, Ph.D., Chair

## Assistant Professor

Elizabeth V. Spelman, Ph.D.

## Visiting Lecturer

<sup>1</sup>Robert C. Solomon, Ph.D.

## Research Associate

Janice Moulton, Ph.D.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for upperclasswomen. Where special preparation is required, the prerequisite is indicated in the description.

### 100b Thinking about Thinking

What is thinking? Do animals, machines, or babies think? Can you think without words? Can you be thoughtful and passionate at the same time? Are there different styles of thinking, e.g., scientific, quantitative, artistic, mystical? Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. (E)

*Elizabeth Spelman, Thomas Tymoczko*

T 2:10-4, Th 2:10

### 101a American Science in the Making

Same as HISTORY OF SCIENCE 101a. See Inter- and Extra-Departmental Course Offerings, p. 205.

### [111a, 111b Basic Philosophical Problems

An introduction to philosophy through discussion of important themes in major philosophical writers and in contemporary American life. Themes include knowledge, individualism, work, family, the concept of justice, the possibility of certainty.

*John Connolly]*

### 121a Introductory Logic

A study of some of the major discoveries of logic such as the propositional calculus, relations, quantifiers, sets and referential semantics, and their application to correct reasoning. This course is intended in part to improve the student's ability to reason precisely and to deal with abstract and hypothetical thought.

*Thomas Tymoczko*

W Th 9:20; dis. F 9:20-11:10

### [121b A repetition of 121a

To be offered in 1985-86.

*Thomas Tymoczko]*

### 124b History of Ancient and Medieval Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers.

*Murray Kiteley*

Lec. W 11:20, Th 10:20; sect. Th or F 11:20

### 125a History of Modern Philosophy

A study of Western philosophy from Bacon through the eighteenth century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and especially Kant.

*John Connolly, Robert Solomon*

Lec. W 11:20, Th 10:20; sect. Th or F 11:20



**[203b Knowledge and Society]**

An investigation through readings and discussion of some of the main social determinants of theory-building as a human activity.]

**207b Mathematical Structures**

Same as Mathematics 207b.

**220b Logic and the Undecidable**

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. Topics include the completeness theorem of logic and the incompleteness theorem of arithmetic. Prerequisite: 121a or b or a 200-level mathematics course.

*Thomas Tymoczko*

M T Th 1:10-2

**221b Language**

Same as PHILOSOPHY AND PSYCHOLOGY 221b. See Inter- and Extra-Departmental Course Offerings.

**222a Ethics**

Consideration of theories concerning the making of moral judgments; the truth or falsehood of such judgments; moral theories that attempt to specify principles of obligation, moral goodness, and justice.

*Elizabeth Spelman*

T 10:20-12:10, W 10:20

**[224a Philosophy and History of Scientific Thought]**

A study of the development of scientific ideas and method using cases of scientific discovery, including the Aristotelian, Copernican, and Darwinian theories, and contemporary sociological theories. To be offered in 1985-86.]

**[230b American Philosophy: The Classical Period]**

Studies in the work of William James, Chauncy Wright, C. S. Peirce, George Santayana, John Dewey, and Josiah Royce. To be offered in 1985-86.]

**[233b Aesthetics]**

Discussion of problems about art: the nature of art, the nature of aesthetic experience, the role of the critic, and other problems. To be offered in 1985-86.

*Elizabeth Spelman*]

**[234a Philosophy and Human Nature: Theories of the Self]**

An investigation of some philosophical theories about selves or persons, with an emphasis on relating these theories to our own experience.]

**235b Morality, Politics, and the Law**

A critical discussion of problems in political and legal philosophy, to include the concepts of justice, fairness, tolerance, and deviance.

*Elizabeth Spelman*

T 10:20-12:10, W 10:20

**236a Linguistic Structures**

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology, and pragmatics.

*Jill de Villiers*

T 2:10-4, Th 2:10

**237a Philosophical Topics: Hegel and Nietzsche**

A detailed study of Hegel's *Phenomenology* and some of Nietzsche's later works, preceded by an introduction to Kant and the German Idealists including Schopenhauer.

*Robert Solomon*

T 2:10-4; dis. Th 2:10 at the option of the instructor

**240a Philosophy and Women**

An investigation of the philosophical concepts of oppression, rights, human nature, and moral reform and moral revolution, as they relate to women.

*Johnnella Butler (Afro-American Studies),*

*Elizabeth Spelman*

T 2:10-4, Th 2:10-3:00

**260b Philosophical Hermeneutics**

An investigation of the concept of interpretation: is there such a thing as the correct

interpretation of a poem or a dream? A hermeneutical theory with special attention to the views of Gadamer and Wittgenstein is developed from examples of the interpretation of poetry, historical actions, and dreams. Recommended: a previous course in philosophy.

*John Connolly*

M 2:10-4, W 3:10

### [261a Philosophy of Communication

An examination of human and non-human communication. Discussion of symbol systems, syntax and semantics, sign language, metaphor, emotive force, speech acts, linguistic community, and of the relations between language and thought, and language and gender. To be offered in 1985-86.]

### 262b Meaning and Truth

An examination of the central topics in the semantics of natural languages. These topics and their associated problems and theories will be organized under the two major headings of meaning and truth.

*Murray Kiteley*

Th 3:10-5

### 269a Phenomenology and Existentialism

Same as Religion 269a.

### 300a Philosophy Colloquium

Intensive practice for majors in applying philosophical methods to key problems and historical texts. Normally taken in the junior year.

*John Connolly and members of the department*

T 4:10, Th 3:10-5

### 301, 301a, 301b Special Studies

For senior majors, by arrangement with the department.

### [310a Recent and Contemporary Philosophy

A study of the development of the Anglo-American tradition in philosophy including an examination of such works as Putnam's *Reason, Truth and History*; Rorty's *Philoso-*

*phy and the Mirror of Nature*; MacIntyre's *After Virtue*; and Kuhn's *Structure of Scientific Revolutions*.]

### [322b Topics in Advanced Logic

Prerequisite: 207, 220, or permission of the instructor. To be offered in 1985-86.

*Thomas Tymoczko*]

## Seminars

### 304a Value Theory: Emotion

A study of classical theories of emotion in philosophy and psychology, and an investigation into the nature and expression of some emotions, e.g., anger, love, jealousy.

*Robert Solomon*

W 2:10-4

### 305b Topics in Feminist Theory: Gender and Human Identity

An examination of the definition and foundations of gender, and its relation to race and class as components of human identity. Prerequisite: at least one course from the Philosophy, Feminism and Society concentration in the Philosophy minor or permission of the instructor.

*Elizabeth Spelman*

M 2:10-4

### 331a Belief, Knowledge, and Perception

Selected topics in the theory of knowledge. Topic for 1984-85: The Analysis of Knowing. Under what conditions do we know something? Do we know that we know? Do we ever know what is false? Special attention to the Paradox of the Knower.

*Thomas Tymoczko*

Th 7:30-9:30

### 334b Mind

Selected problems regarding mental states, mental acts, their contents, and their objects. Topic for 1984-85: Action. Can the philosophy of human action provide us with a deeper understanding of what people do and why? Can there be a science of human behavior? Special attention to the

conflict between neo-Wittgensteinians and neopositivists.

*John Connolly*

Th 3:10-5; dis. T 4:10

## Graduate

**Advisers:** members of the department.

### 450, 450a, 450b Research and Thesis

450a or 450b may be taken for double credit.

### 451, 451a, 451b Advanced Studies

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.

## The Major

**Advisers:** members of the department.

**Adviser for Study Abroad:** John Connolly.

**Basis:** two semester courses in philosophy.

**Requirements:** eight semester courses in philosophy above the basis and including 121a or [b], 300a, any two from [111a] or b, [124b], 125a, and two 300-level courses (other than 300a). Courses in related departments may be included in the major program of eight semester courses only with the approval of the department.

## The Minor

**Advisers for the Minor:** members of the department.

Students may minor in Philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

## Concentration 1: Linguistics and the Philosophy of Language

**Basis:** 121a and 236.

In addition to the basis, at least two of 221, 261, 262 and Psychology 313. One of the following may be counted toward the minor with permission of the instructor and by agreement with the minor adviser: 260, [310a] (when the topic for the semester is appropriate), Computer Science [280b], Anthropology 234, or Anthropology 245.

## Concentration 2: Philosophy and the Humanities

**Basis:** any two from among the following: 100, [111a or b], 121a or [b], 124b or 125a.

In addition to the basis, three courses from among the following: 222, [224a], [233b], [234a], 235, 260, 269, and 334.

## Concentration 3: Philosophy, Feminism, and Society

**Basis:** any two from among the following: 100, [111a or b], 121a or [b], 124b or 125a.

In addition to the basis, three courses from among the following: [203b], [234a], 235, 240, [261a], 305.

Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

## Honors

**Director:** Thomas Tymoczko.

**Basis:** two semester courses from 111a or b, 124a, 125b. In addition, 121a or b is required. For other prerequisites for specific programs, the director should be consulted.

**501, 501a    Thesis.**

Requirements: a minimum of eight semester courses in philosophy above the basis and a thesis equivalent to one or two semester courses.

An oral examination on the material discussed in the thesis.



# Physics

## Professors

Jess J. Josephs, Ph.D.  
Elizabeth S. Ivey, Ph.D., Chair  
Malgorzata Zielinska-Pfabé, Ph.D.

## Associate Professors

\*\*Melvin S. Steinberg, Ph.D.  
W. Bruce Hawkins, Ph.D.

## Assistant Professor

C. Sean Sutton, Ph.D.

## Laboratory Supervisor

Douglas MacIntire, B.A.

Students planning to major in physics are advised to elect both 115a and b and a course in mathematics in the freshman year.

Students who receive scores of 4 and 5 on the Advanced Placement tests in Physics B and C may not apply that credit toward the degree if they complete Physics 115a and b for credit.

### 110a Principles of Physics

An introduction to significant areas of physics (optics, electric circuits, heat, mechanics, and relativity) based on experimental inquiry, for students with or without a background in science. Examples taken from both biology and engineering; use of elementary algebra and trigonometry. A self-contained course for non-science majors. (E)

*Malgorzata Pfabé, Melvin Steinberg*  
W F 11:20, Th 10:20-12:10; lab. W 1:10-4

### 115a General Physics

The concepts and relations describing motion of objects and mechanical waves. Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors except by permission of the instructor.

*Malgorzata Pfabé, Sean Sutton*  
W Th 9:20, F 9:20-11:10; lab. M T Th or F 1:10-4

**115b** A continuation of 115a  
Heat, electrical circuits, electromagnetism,

and optics. Prerequisite: 115a.  
*Malgorzata Pfabé, Sean Sutton*  
W 3:10, Th F 8-9:10; lab. M T or Th 1:10-4

### 126a Musical Sound

The production of musical sound, psychological and physical aspects of musical hearing, pitch, loudness, and timbre. The voice, instruments of the orchestra, synthesized and electronic musical sound, acoustics of rooms and auditoria, and the recording and reproduction of sound. Designed for non-science majors with an interest in music. Lecture-demonstration; one two-hour laboratory experiment every other week.

*Jess Josephs*  
M 9:20-11:10, T 9:20, W 3:10

### 201b Microcomputers and Assembly Language

Same as Computer Science 201b.

### 214b Electricity and Magnetism

Electric and magnetic fields. DC and AC electric circuits. Prerequisite: 115a and b or the equivalent.

*Malgorzata Pfabé*  
W F 11:20, Th 10:20-12:10, lab every other Th 1:10-4

### 220a Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115a and b.

*Bruce Hawkins*  
W F 11:20, Th 10:20-12:10

**222a Relativity and Quantum Physics**

The special theory of relativity, particle and wave models of matter and radiation, atomic structure, and an introduction to quantum mechanics. Prerequisite: 115a and b.

*Melvin Steinberg*

Lec. M 11:20, T 10:20-12:10, W 10:20; lab. F 1:10-4

**224a Electronics**

A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115a and b.

*Jess Josephs*

M T 1:10-4

**226a Musical Sound**

For Physics majors. This is Musical Sound 126a with the addition of a special project. Lecture-demonstration; one two-hour laboratory experiment every other week.

*Jess Josephs*

M 9:20-11:10, T 9:20, W 3:10

**[236a Light**

Reflection and refraction of light. Interference, diffraction, and polarization of light. Lasers and holography. Prerequisite: 115a and b. Offered in alternate years. To be offered in 1985-86.]

**301a, 301b Special Studies**

By permission of the department, for students who have had at least four semester courses in intermediate physics.

**311a, 311b The Teaching of Physics**

A one- or two-semester course for prospective teachers of secondary school physics. By permission of the department. Hours to be arranged.

*Members of the department*

**322b Advanced Modern Physics**

Continuation of the study of atomic structure; molecular spectra; nuclear physics; elementary particles; the solid state physics. Prerequisites: 214b, 222a, and Mathematics 202a or b. Offered in alternate years.

*Sean Sutton*

W F 11:20, Th 10:20-12:10

**334a Electrodynamics**

The laws of electricity and magnetism; introduction to Maxwell's equations; electromagnetic waves. Prerequisites: 214b, 220a, and Mathematics 202a or b.

*Bruce Hawkins*

W F 1:10, Th 2:10

**[340b Introduction to Quantum Mechanics**

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisite: 220a, 222a, or permission of the instructor. To be offered in 1985-86.]

**[348b Thermal Physics**

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 220a, 222a, and Mathematics 202a or b. To be offered in 1985-86.]

**The Major**

**Advisers:** Bruce Hawkins, Elizabeth Ivey, Malgorzata Pfabé, Melvin Steinberg, Sean Sutton.

**Adviser for Study Abroad:** Bruce Hawkins.

**Adviser for Secondary School Teaching:** Melvin Steinberg.

Basis: 115a and b.

Requirements: eight semester courses above the basis, including: 214b, 220a, 222a, and one of the following mathematics courses: 200b, 201a or b, 202a or b, or 222a. Two of the eight courses may be advanced courses in closely allied departments; at least two must be 300-level physics courses.

Students planning graduate study in physics are advised to include most of the following in their program: 322b, 334a, [340b], [348b].

Recommended courses: Chemistry 102a and b; Mathematics 204a.

Each student is expected to participate in a journal club during her senior year. Students are advised to acquire facility in computer programming and with machine-shop equipment. A noncredit shop course will be offered during the January interterm.

## Honors

**Director:** Bruce Hawkins.

**Basis:** Same as that for the major.

### 501 Thesis.

Requirements: same as for the major plus an honors project and thesis (501) equivalent to two semester courses. An oral defense of the honors thesis.

## Interdepartmental Minor in Political Economy

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### Advisers

Philip Green, Professor of Government, Director  
 Richard Fantasia, Assistant Professor of Sociology & Anthropology  
 Maurice Isserman, Assistant Professor of History  
 Cynthia Taft Morris, Professor of Economics  
 Karen Pfeifer, Assistant Professor of Economics

The purpose of the Political Economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The Political Economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the Political Economy minor in that department.

1. Theory: ECO 225a, Political Economic Analysis, *Randall Bartlett*; ECO 256a, Marxian Political Economy, *Karen Pfeifer*; GOV 261a, Political Theory of the Nineteenth and Twentieth Centuries, *Philip Green*.
2. History: [HST 278a, Transformation of Work in Nineteenth- and Twentieth-Century America, *Maurice Isserman*]; HST 256a, Industrialization and Social Change in Europe 1750-1914; ECO 201b, Problems of the Modern Economy: European Economic History, *Cynthia Taft Morris*; ECO 285, American Economic History: 1870-1950, *Mark Aldrich*.
3. Contemporary Applications: GOV 333b, Seminar: The Politics of Capitalism; *Philip Green*; SOC 212b, Class and Society, *Richard Fantasia*; ECO 209b, Comparative Economic Systems, *Andrew Zimbalist*; [ECO 257a, Growth and Crisis in the U.S. Economy, *Karen Pfeifer*]; [ECO 335b, Seminar: Technology, the Work Process, and Industrial Democracy, *Andrew Zimbalist* or *Michael Carter*]; [ECO 224b, Environmental Economics, *Jens Christiansen*].
4. Special Studies (PEC 301a, b) will also be proposed, to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.



# Psychology

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## Professors

†Robert Teghtsoonian, Ph.D.  
J. Diedrick Snoek, Ph.D.  
Frances Cooper Volkmann, Ph.D.  
Peter Benedict Pufall, Ph.D.

## Adjunct Professor

Joan E. Morgenthau, M.D.

## Associate Professors

Donald Baldwin Reutener, Jr., Ph.D.  
Fletcher A. Blanchard, Ph.D., Chair  
Jill G. de Villiers, Ph.D. (Psychology and  
Philosophy)  
Peter A. de Villiers, Ph.D.  
†Randy O. Frost, Ph.D.

## Adjunct Associate

## Professor

Barbara B. Reinhold, Ed.D.

## Assistant Professors

Gilbert B. Tunnell, Ph.D.  
Leanna Standish, Ph.D.  
Donna Kiyo Nagata, Ph.D.  
Patricia Di Lorenzo, Ph.D.  
Philip K. Peake, Ph.D.

## Lecturer

Anne E. Powell, M.A.

## Research Associates

Jean Carl Cohen, Ph.D.  
George M. Robinson, Ph.D.  
Martha Teghtsoonian, Ph.D.  
Steven Trierweiler, Ph.D.

Unless otherwise indicated, 101a or b is prerequisite for every further course.

## Introductory Courses

### 101a Introduction to General Psychology

A survey with emphasis on fundamental principles of human and animal behavior. Jill de Villiers, Director.

#### *Members of the department*

M T 8:20, W 8:20-10:10; M T 9:20, W 8:20-10:10; M T 10:20, W 10:20-12:10; M T 11:20, W 10:20-12:10; M T 1:10, W 1:10-3; M T 2:10, W 1:10-3; W Th 10:20, F 10:20-12:10; W Th 11:20, F 10:20-12:10; W Th 1:10, F 1:10-3; W Th 2:10, F 1:10-3

### 101b A repetition of content of 101a

Self-paced instruction. Independent study and a sequence of unit tests (both oral and written). Peter de Villiers, Director.

#### *Members of the department*

M 11:20, T 10:20-12:10, W 10:20; W F 11:20, Th 10:20-12:10

### 102a Introduction to Experimental Psychology

Application of the experimental method to problems in psychology. Basic experiments in human perception and learning; operant conditioning of nonhuman organisms.

Peter de Villiers, Director.

#### *Members of the department*

M W 2:10-4; T Th 2:10-4

### 102b A repetition of 102a

#### *Members of the department*

Section times to be announced

### 103a Statistical Methods in Psychology

Elementary descriptive and inferential statistics as applied to psychological problems. Enrollment limited to 40. Prerequisite: 101a or b or permission of the instructor.

#### *Philip Peake*

M 11:20, T 10:20-12:10, W 10:20. One recommended lab. chosen from W 12:50-2, W 2:10-4, Th 10:20-12:10, Th 12:50-2, Th 3:10-5

**103b A repetition of 103a***Peter Pufall*

W Th 9:20, F 9:20-11:10. One recommended lab. hour chosen from Th 8:20, 10:20, 11:20, 3:10 or F 8:20

**A. General Courses****209a History of Issues in Psychology**

An examination of philosophical and biological roots of issues in psychology including mind-body, consciousness, determinism. Prerequisite: 101 or permission of the instructors.

*Peter de Villiers, Peter Pufall*

Lec. and dis. T 10:20-12:10, W 10:20

**276b Psychology of Women**

Exploration of the existence, origins, and implications of the behavioral similarities and differences between women and men. Topics include sex role stereotypes and sex role development, cross-cultural findings, menstruation, menopause, androgyny, sexism, and the effect of sex roles on women's self-concept, mental health, sexuality, and marital and occupational status.

Instructor and hours to be announced

**303a Advanced Research Design and Statistical Analysis**

A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Special emphasis placed on the research interest of the class members. Prerequisites: 103a or b or SOCIAL SCIENCE 190a or b, and 102a or b or permission of the instructor.

*Fletcher Blanchard*

M 11:20, T 10:20-12:10, W 10:20

**[320b Seminar in Environmental Psychology**

Consideration of a wide variety of person-environment interactions, including how the environment is perceived and evalu-

ated, how architectural design controls and constrains behavior, and the effects of human behavior on the nature and quality of the environment. Some background in psychology or some other field related to environmental studies is preferred. To be offered in 1985-86. (E)

*Robert Teghtsoonian]***B. Psychological Processes****[210a Motivation and Emotion**

Major theoretical viewpoints related to the causes of behavior, including motivation and emotion as correlates of instinct, physiological need and drive, reinforcement, and incentive stimulation. Historic roots of current developments, contemporary human and animal research, and problems related to each theory. Specific topics include: aggression, achievement, stress, and development. To be offered in 1985-86.

*Donald Reutener]***[216b Perception**

Directed reading, discussion, and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch, and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16. To be offered in 1985-86 (tentative).

*Robert Teghtsoonian]***218b Cognitive Psychology**

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory, and decision-making. Experiments conducted in several of these areas. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16.

*Jill de Villiers*

Lec. and lab. W 3:10, Th 2:10-4; additional lab. hours to be arranged

**221b Language**

Same as PHILOSOPHY AND PSYCHOLOGY 221b. See Inter- and Extra-Departmental Course Offerings, pp. 283-85.

**224b Learning and Behavior Change: Methods, Theory, and Practice**

A systematic examination of principles of behavior relevant to current procedures for the establishment, maintenance, and modification of complex human behavior. While the emphasis is distinctly on a functional analysis of human behavior, empirical research with animals is considered as it relates to theoretical issues. Laboratory and directed practicum projects. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16.

*Peter de Villiers*

Lec. and lab. W Th 9:20, F 9:20-12:10

**313a Seminar in Psycholinguistics**

Topic for 1984-85: Language Acquisition and Training in Developmentally Handicapped Children. Consideration of the nature of language acquisition in mentally retarded, autistic, dysphasic, deaf and blind children in the light of what is known about the patterns and determinants of normal language acquisition. In each case alternative language training programs for the disordered child will be evaluated. Prerequisite: PHILOSOPHY AND PSYCHOLOGY 221b or Philosophy 236, or permission of the instructor. (E)

*Peter de Villiers*

W 7:30-9:30

**[314b Seminar in Foundations of Behavior**

Topic: Work Motivation. Various theories of work motivation that concern the behavior of workers over time (e.g., a career). Particular attention to identifying and understanding those conditions which influence the energizing, direction, and maintenance of behaviors relevant in work or career settings. Prerequisite: 210a, 224b, 278b or permission of the instructor. To be offered in 1985-86.

*Donald Reutener*]

**C. Physiological Psychology****211a Physiological Psychology I**

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal, and neurochemical bases of behavior in both normal and clinical examples. Major topics include sensory, motor, regulatory, emotional, sexual, and linguistic behavior, with special emphasis on the physiological bases of learning. Prerequisite: 101a or b, or Biological Sciences 101a or b.

*Leanna Standish*

W F 11:20, Th 10:20-12:10, F 2:10 at the option of the instructor

**212b Developmental Psychobiology**

Effects of genetic and early environmental influences on the development of sensory and motor systems, biochemical mechanisms, and complex behavioral functions. A partial list of topics includes effects of drugs and hormones, sensory deprivation, malnutrition, and social isolation and enrichment. Concepts of plasticity and critical periods in neural, biochemical, and behavioral development. Prerequisite: 211a, Biological Sciences 101a or b, or permission of the instructor.

*Patricia Di Lorenzo, Frances Volkmann*

W F 12:50-2

**311a Physiological Psychology II**

First semester of advanced one-year laboratory course. Topics include neuroanatomical and neurophysiological substrates of sensation and perception, coordinated movement, and consciousness and attention. Prerequisites: 102a or b, 211a, and Biological Sciences 101a or b, or permission of the instructor. Enrollment limited to 16.

*Patricia Di Lorenzo*

Lec. W 9:20, Th 8:20-10:10; lab. F 8:20-11:10



**311b A continuation of 311a**

Topics include neuroanatomical and neurophysiological substrates of language, and biochemical and cellular substrates of regulatory mechanisms, mental disorders, and learning. Prerequisite: 311a.

*Leanna Standish*

Lec. W 9:20, Th 8:20-10:10; lab. F 8:20-11:10

**[316b Seminar in Biopsychology]**

Advanced study of selected brain-behavior relations. May include lecture-discussions and seminars; also laboratory work or field trips where appropriate. Prerequisite: 211a, 214b, or permission of the instructor. To be offered in 1985-86.]

**D. Developmental Psychology**

**Director of the Child Study Committee:**  
Peter Pufall.

**233a Child Psychology**

A review of theory and research of the development of social, cognitive, and symbolic functioning in children. Developmental patterns in each area examined with respect to biological, familial, and cultural influences. One observational hour per week in the Campus School, to be arranged.

*Peter Pufall*

W F 1:10, Th 2:10

**235b Experimental Study of the Behavior of Children**

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, spatial perception and representation, sex differences and sex roles. Prerequisites: 102a or b and 233a or b, or permission of the instructor. Enrollment limited to 16.

*Peter Pufall*

Lec. and lab. M 9:20-11:10, T 9:20, W 2:10 at the option of the instructor

**238b Educational Psychology**

Same as Education & Child Study 238b.

**241b Psychology of Adolescence**

Problems of role and identity in relation to adolescents' needs for acceptance, autonomy, and intimacy.

*Diedrick Snoek*

M T W 8:20

**243a Adult Development**

The study of lives from a life-cycle perspective, with special emphasis on the adult lives of women as compared to men. Topics include psychological theories of life-cycle, longitudinal and psycho-biographical approaches, career development, friendship and love relationships, pregnancy and parenthood, retirement and old age.

*Diedrick Snoek*

W Th 9:20, F 9:20-11:10

**333a Seminar in Child Psychology**

Examination of arts, fantasy, and play in the context of social, personal, and cognitive development. Prerequisite: 233a or b or permission of the instructor.

*Peter Pufall*

T 2:10-4 and one hour to be arranged

**E. Personality and Clinical Psychology****250a Psychology of Personality**

The study of the origin, development, structure, and dynamics of personality from a variety of theoretical perspectives.

*Philip Peake*

W F 11:20, Th 10:20-12:10

**252b Abnormal Psychology**

A study of neuroses, psychoses, and other personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness.

*Donna Nagata*

M 11:20, T 10:20-12:10, W 10:20

**254a Clinical Psychology**

An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention to the con-



ceptual and methodological issues facing the clinical psychologist, assessment and treatment of psychopathology, forms of psychotherapy, and evaluation of the success of psychological interventions.

*Donna Nagata*

M 9:20-11:10, T 9:20

**[258b Experimental Investigation in Clinical Psychology]**

Examination of experimental research methodology in clinical psychology and psychopathology. Topics include therapy outcome research, clinical analogue research, and experimental models of psychopathology. Prerequisite: 102a or b, 252b, or 254a. To be offered in 1985-86.

*Randy Frost*]

**[335b Seminar in the Clinical Study of Children]**

Clinical approaches to the understanding and treatment of the individual child. Areas include emotional problems of the normal child as well as serious psychopathology; evaluative and therapeutic procedures utilized with children. Prerequisites: 233a, 250a, and 252b. To be offered in 1985-86.

*Donna Nagata*]

**350b Seminar in Personality**

Topic and time to be announced.

*Philip Peake*

**352b Seminar in Advanced Abnormal Psychology**

Examination of community mental health and community psychology approaches to conceptualizing and treating mental health problems. Prerequisite: 252b.

*Donna Nagata*

M 2:10-4

**354b Seminar in Clinical Psychology**

Topic and time to be announced.

## F. Social Psychology

**270b Social Psychology**

The study of social behavior considered from a psychological point of view. Topics include: small group behavior, interpersonal attraction, prosocial behavior, person perception, attitude acquisition and change, leadership, conformity, aggression, and prejudice.

Instructor and hours to be announced.

**272a Experimental Study of Social Behavior**

An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected, current research problems concerning social behavior. Prerequisites: 102a or b and 270b, or permission of the instructor. Enrollment limited to 16.

*Fletcher Blanchard*

Lec. and lab. M T 2:10-4

**278b Behavior in Organizations**

The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. Prerequisite: 270b or permission of the instructor.

*Diedrick Snoek*

W F 11:20, Th 10:20-12:10

**370b Seminar in Social Psychology**

Topic for 1984-85: Social Psychology of the Judicial Process. Consideration of the behavior of attorneys, judges, defendants, and jurors from a social psychological perspective. Prerequisite: 270b or permission of the instructor.

*Fletcher Blanchard*

T 2:10-4

**301a, 301b Special Studies**

By permission of the department, for qualified junior and senior majors.

## The Major

**Advisers:** members of the department.

**Adviser for Study Abroad:** Peter de Villiers.

**Basis:** 101a or b, 102a or b, and 103a or b.

**Requirements:** 10 semester courses including the basis. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas as well as adequate depth in at least one area. In constructing a major program, adequate depth is considered to be achieved by selecting three courses in one of the five areas B-F, and sufficient breadth by selecting at least one course from each of three additional areas of the six areas A-F.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or para-

professional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

## Honors

**Director:** Donna Nagata.

**Basis:** 101a or b, 102a or b, 103a or b, and one other semester course.

**501, 501a Thesis.**

**Requirements:** 10 semester courses including the basis. Further requirements include the following: a thesis equivalent in credit to two semester courses; special honors examinations. It is recommended that students elect a laboratory course or seminar in the area of the thesis topic prior to the senior year.

## Interdepartmental Program in Public Policy

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### Director

Randall Bartlett, Ph.D., Associate Professor of Economics

### Advisers

- \*Donald Baumer, Associate Professor of Government
- John Burk, Professor of Biological Sciences
- Allen Curran, Professor of Geology
- Donna Divine, Associate Professor of Government
- \*\*Andrew Zimbalist, Professor of Economics

The Program in Public Policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program can be taken as individual, interdisciplinary complements to departmental offerings. The minor in Public Policy is designed to be a valuable complement to majors in both the social and natural sciences.

### 220a Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also ones whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. Prerequisites: Economics 150a or b. Recommended: one course in American government.

*Randall Bartlett (Economics)*

W Th F 11:20

### [252b Science, Technology, and Public Policy

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on

specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management. Colloquium limited to 25. Prerequisites: 220a and two semesters of science (physics, chemistry, biology, or geology) or permission of the instructors. Alternates with Government 305a.]

### 255a Education and Public Policy

An examination of the ways in which education promotes and inhibits social change and an analysis of the attendant public policy debates. Topics include the relation of education to skill acquisition, economic growth, social mobility, sexism, racism, and the distribution and use of political power. Prerequisite: 220a or permission of the instructor.

*Susan Carter (Economics)*

W 7:30-9:30

### 258a Drugs and Public Policy

An examination of the development, cultural uses and social control of drugs (both legal and illicit). Discussion of the roles of science, medicine, consumers, industry and government in the development of drug-related public policy. Topics include testing of new drugs, models of scientific decision making, federal regulation, product liability and risk assessment. PPL 220 recommended. (E)

*Randall Bartlett (Economics), Leanna Standish (Psychology), Patricia Di Lorenzo (Psychology)*

W F 1:10-2, Th 2:10

### 301a, 301b Special Studies

By permission of the director.

### 303b Public Policy for Marine and Coastal Resources

The nature and occurrence of biologic and mineral marine resources, coastal marine resources, the coastal environment, and an analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biologic nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues. Prerequisite: 220a or permission of the instructors. (E)

*John Burk (Biological Sciences), Allen Curran (Geology), Peter Rowe (Government)*

Lec. M 11:20, T 10:20-12:10, W 10:20

### 390b Senior Public Policy Workshop

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups

which recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in Public Policy.

*Donald Baumer (Government)*

T 2:10-4

## The Minor

**Director:** Randall Bartlett.

**Advisers:** Donald Baumer, Government; John Burk, Biological Sciences; Allen Curran, Geology; Donna Divine, Government; Andrew Zimbalist, Economics.

The minor in Public Policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. It is designed to be a valuable complement to majors in both the social and natural sciences. The minor consists of six courses:

PPL 220a Public Policy Analysis

Any two Public Policy electives

Any two courses from departmental offerings which have substantial policy content (to be selected in consultation with a minor adviser)

PPL 390b Senior Policy Workshop



## Religion & Biblical Literature

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### Professors

Sten Harold Stenson, Ph.D.

Bruce Theodore Dahlberg, M.Div., Ph.D.

Jochanan H. A. Wijnhoven, Ph.D.; Chair, first semester

Taitetsu Unno, Ph.D.

**\*\*Robert Mitchell Haddad, Ph.D. (Religion & Biblical Literature and History)**

Thomas Sieger Derr, Jr., M.Div., Ph.D.

D. Dennis Hudson, Ph.D.; Chair, second semester

Karl Paul Donfried, Dr.Theol.

Quentin Quesnell, S.S.D.

### Associate Professor

Jean Higgins, Ph.D.

### Assistant Professor

John W. Betlyon, Ph.D.

### Lecturer

<sup>2</sup>Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)

Colloquia are primarily reading and discussion courses limited to 25 students.

## 100-Level Courses

### 101a Religion as a Human Experience

Interpretations of religion by its exponents and critics in theology, philosophy, literature, and the social sciences. Readings from Graham Green, C. G. Jung, C. S. Lewis, Paul Tillich, Elie Wiesel, and others. Bruce Dahlberg, Director.

*Members of the department*

Lec. and dis. M 9:20-11:10; dis. sect. T 9:20

### 103b Judaism, Christianity, and Islam

An introduction to the monotheistic traditions of Middle Eastern origin: their faith, practice, and interaction. Occasional films. Bruce Dahlberg, Director.

*Members of the department*

Lec. M T 9:20; dis. sect. M 10:20

### 104a Eastern Religious Traditions

Great religious leaders and texts of the non-Western world in their cultural contexts, e.g., Hindu, Buddhist, Confucian and Taoist traditions. Some attention given to beliefs and rituals as expressed in art and architecture. Occasional films. Taitetsu Unno, Director.

*Members of the department*

M 2:10-4, third hour to be arranged

### 110b Thematic Studies in Religion

Directed discussion of themes and approaches to the study of religion.

#### A. Religion as Folklore, Ancient and Modern

Introduction to the mechanics of oral literature in both ancient and modern settings. Readings include a Canaanite cosmogony, Babylonian creation epics, Hesiod's *Theogony*, *The Nibelungenlied*, *Arthurian Romances*, and examples of Westerns and science fiction.

*John Bethyon*

T 2:10-4, Th 2:10

#### B. Jewish-Christian Relations

An introductory survey focusing on the major stages in the development of Jewish-Christian relations; the changing religious perspectives of each community; the varieties of interaction including conversion, disputation, persecution, assimilation, encounter.

*Dennis Hudson, Jochanan Wijnhoven*

M 1:10-4

#### [C. Poetry as Contemplation

The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist, and Buddhist ideas on such topics as lan-

guage and reality, discursive and nondiscursive thinking, self and world, and nature as revelation. To be offered in 1985-86.

*Taitetsu Unno*]

#### **D. Jesus, Politics, and Society**

A study in the message and purpose of Luke-Acts. A survey of Luke's portrayal of Jesus' social and political attitudes in light of the religious, political, and economic milieu of the New Testament period.

*Karl Donfried*

W 7:30-9:30

#### **[E. Feminine Myths, Images and Symbols**

A survey of theological, literary, and artistic images of the feminine in the religious traditions of the West. Emphasis on the symbolic significance of Eve and Mary as prototypes of womanhood. Primary and secondary source readings supplemented by illustrated lectures. To be offered in 1985-86.

*Jean Higgins*]

#### **[185 Biblical Hebrew**

Introduction to the Hebrew language. Elements of grammar with readings from the Hebrew Scriptures. Alternates with 285a and b.

*Jochanan Wijnhoven*]

#### **[188a Sacred Texts from Music and Art**

The texts of selected religious songs, carols, and chants from the medieval, renaissance, and reformation periods. Iconographic and ornamental religious texts from paintings, frescoes, and woodcuts of the same periods. The spirituality, devotion, and popular theology of the thought world they reveal. Texts translated from the original Latin, French, or German; knowledge of these languages helpful but not necessary. To be offered in 1985-86.

*Quentin Quesnell*]

## **200-Level Courses**

No prerequisites unless specified.

#### **210a Introduction to the Bible I**

The Hebrew Scriptures (Old Testament). The religion of ancient Israel—its story, law, and myth; the great prophets; the Wisdom tradition; apocalyptic; the Psalms.

*Bruce Dahlberg*

M T W 8:20

#### **220b Introduction to the Bible II**

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community. Illustrated lectures.

*Karl Donfried*

T 2:10-4, Th 2:10

#### **[222c Excavation of Tell el-Hesi in Israel**

Basic training in archaeological field techniques, with particular attention to Palestine in the Biblical period. Previous archaeological experience not expected; admission is by application to the instructors. Fee extra. Next offered, summer 1986 (tentative). For alternative fieldwork opportunities, consult members of the archaeology minor advisory committee.

*Bruce Dahlberg, Jochanan Wijnhoven, John Betlyon, and members of the Joint Expedition Consortium Institutions*]

#### **225a The Mediterranean World of the Early Christian Apostles**

The integration of Biblical and historical studies, geographical setting, and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus, and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the book of Acts. Illustrated lectures.

*Karl Donfried*

T 4:10, Th 3:10-5

**230a Western Christian Thought and Worship (30-1100)**

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism, and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians, and the beginnings of Medieval Christianity. Occasional films.

*Karl Donfried*

T 2:10-4, Th 2:10

**[231a Eastern Christian Thought and Worship]**

A survey of the theology and history of the Orthodox, Monophysite, and Nestorian churches of the East from their origins to the modern era, with special emphasis upon their interaction with one another, with Islam, and with the churches and secular ideologies of the West. To be offered in 1985-86.

*Robert Haddad*]

**232b Western Christian Thought and Worship (1100-1800)**

Changing understanding of God, self, and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic Reformations, the rise of modern science, the philosophic systems of the seventeenth century, and into the Enlightenment.

*Jean Higgins*

W 12:50-2; F 12:50-2

**[235a The Jews of the Middle Ages]**

Confrontation of Judaism with Christianity and Islam in the Medieval period. Medieval Jewish philosophy and mysticism. Offered in alternate years. To be offered in 1986-87.

*Jochanan Wijnhoven*]

**236a The Emergence of Contemporary Judaism**

Moses Mendelsohn; enlightenment and Judaism. Hasidism. The Jewish emancipation and liberalism. The rise of Reform. Zionism and modern anti-Semitism. Rosen-

zweig, Buber, and contemporary trends in Judaism. Offered in alternate years.

*Jochanan Wijnhoven*

Th 10:20-12:10, F 11:20

**237b Religion in America**

Religious thought and institutions, and their influence on American culture. Major denominations and thinkers from the seventeenth century to the present.

*Thomas Derr*

T 10:20-12:10, W 10:20

**240a Introduction to Theology and Contemporary Christian Thought**

Old questions and some new answers about God and Christ, sin and salvation, mysteries and sacraments, time and eternity. New questions from liberation theology, feminist theology, evangelical theology, and others. Leading men and women theologians on the contemporary scene.

*Quentin Quesnell*

M Th 12:50-2

**243b Symbolic Reality of Woman: Hindu and Western**

Same as Anthropology 243b.

**[245a Theological Themes in Fiction and Fantasy]**

An introduction to theological themes through the medium of imagination. Theoretical basis for this approach in a sacramental universe. Concrete illustrations in film and in readings from storytelling theologians and theologically illuminating storytellers. Kafka, Böll, Bergman, C. S. Lewis, Flannery O'Connor, Shusaku Endo, Wiesel, Faulkner, Green, Camus.

*Quentin Quesnell*]

**250a Social Ethics I**

Religion as a basis for social ethics. Natural law and situational morality; love, justice, and punishment; sexuality; marriage, and divorce; population control; death and dying; abortion, genetic control, and other topics in medical practice; race relations.

*Thomas Derr*

Th 10:20-12:10, F 11:20



**250b Social Ethics II**

The bearing of religious ethics on the understanding of the state, the economic order, and international affairs. Power, violence, and vengeance; revolution and order; civil disobedience; human rights; liberation theology and Marxism; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty.

*Thomas Derr*

Th 10:20-12:10, F 11:20

**[252a Theological Ethics: Dilemmas of Decision in Contemporary Literature**

Critical moral issues found in novels and plays examined in relationship to basic theological themes of self-love and other-love, sin and moral impotence, experience of grace, the claims of law, revelation, and tradition. Readings from Dostoevsky, Silone, D. Lessing, Murdock, F. O'Connor, L. Hellman, Salinger, H. Richard Niebuhr, Haring, S. Weil, and Bonhoeffer. To be offered in 1985-86.

*Quentin Quesnell*

**[255b Sociology of Religion**

Same as Sociology 255b.]

**260b Psychology of Religion**

The nature of religious consciousness. A study of classic and contemporary authors such as James, Freud, Jung, Fingarette, Erikson, Becker, and others.

*Sten Stenson*

T 2:10-4

**[261a Religion, Science, and Technology**

Same as Sociology 261a. See Inter- and Extra-Departmental Course Offerings. To be offered in 1985-86.]

**263a Philosophy of Religion**

Problems and proposed solutions regarding the nature of religious meaning, evidence, truth. Examples of historic philosophies of religion. The relation of religion to science and to other forms of knowledge. The function of myth, liturgy, and other kinds of religious expression.

*Sten Stenson*

T 2:10-4 and one additional hour to be arranged

**269a Phenomenology and Existentialism**

A historical introduction to phenomenology and existentialism and to certain topics regarding consciousness, intentionality, transcendence, and other existential categories. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Jaspers, Marcel, and others.

*Sten Stenson*

Th 3:10-5 and one additional hour to be arranged

**270a Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500**

An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita, and others.

*Dennis Hudson*

M 9:20-11:10, T 9:20

**270b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present**

An introduction to the religious thought of Sankara, Ramanuja and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna, and others.

*Dennis Hudson*

M 11:20, T 10:20-12:10, W 10:20

**271a Buddhist Thought I**

Enduring patterns of Buddhist thought concerning the interpretations of man, life, world, nature, good and evil, love, wisdom, time, and enlightenment in the religious philosophical, and ethical teachings of Buddhism in India, China, and Japan.

*Taitetsu Unno*

M 11:20, T 10:20-12:10



**[271b Buddhist Thought II]**

Analysis of the interaction among philosophical ideas, religious practices, and socio-historical forces in the formation of the Mahayana schools of East Asia. Discussion of principal teachings and their impact on Chinese and Japanese civilization. To be offered in 1985-86.

*Taitetsu Unno*]

**273b Chinese Buddhism and Buddhist Art**

The historical evolution of Chinese Buddhism, developments in Buddhist thought, and their expression in sculpture, painting, and architecture from the third century to the modern period. (E)

*Taitetsu Unno, Marilyn Rbie*

T 1:10-4

**[274b Japanese Buddhism and Japanese Art]**

Major historical developments in Japanese Buddhism, beginning in the sixth century, and its expressions in architecture, sculpture, and painting. Readings of Buddhist texts in translation and study of the principal ideas of Sanron, Hosso, Kegon, Shingon, Tendai, Pure Land and Zen Schools as they relate to diverse artistic achievements. (E)

*Taitetsu Unno, Marilyn Rbie*]

**275a Islam**

Sources and development: the Prophet, the Qur'an, theology, philosophy, mysticism, and the nature of political authority. Contemporary Islam in the Middle East, India, and Africa.

*Robert Haddad*

W Th F 11:20, Th 10:20 at the option of the instructor

**[285a Hebrew Religious Texts]**

Readings with introduction and discussion of Hebrew texts from the Prophets, the Dead Sea Scrolls, and the Mishnah. Prerequisite: 185 or permission of the instructor. Alternates with 185. To be offered in 1986-87.

*Jochanan Wijnhoven*]

**285b Hebrew Religious Texts**

Selections from medieval Jewish philosophy, mysticism, and poetry (Maimonides, Judah ha-Levi, and others). Prerequisite 185 or permission of the instructor. Alternates with 185.

*Jochanan Wijnhoven*

Th 3:10-5

**[287b Greek Religious Texts]**

Reading and discussion of New Testament texts in the original. Prerequisite: Greek 111 or the equivalent.

*Karl Donfried*]

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**300-Level Courses**

No prerequisites unless specified.

**[300b Comparative Religion Colloquium]**  
To be offered in 1985-86.]**311b Colloquium: Issues in Biblical Interpretation**

Changing views of the authority of Scripture for faith and practice. Ancient and modern ways of interpreting the text. Readings in classical and contemporary writings on the study of the Bible. Effect of scholarship on devotional and liturgical use of Scripture. Ideological critiques of the Bible in Black Liberation, Feminism, Marxism, and other movements.

*Bruce Dahlberg*

M 2:10-4

**312b Archaeology and the Bible**

Archaeology as a research tool of the historian and Biblical scholar. Methods of excavation; evaluation and dating of artifacts. Illustrated lectures; discussion of selected field reports and related literature from major excavation sites. Implications for understanding Biblical history and religion.

*Bruce Dahlberg*

T 2:10-4

**[320b Colloquium: New Testament]**

Topic for 1985-86: The Use of the Old Testament in the New Testament and Other

Early Christian Writings. Topics to be examined include: Jesus' interpretation of the Old Testament; influence of OT passages in the early Christian understanding of the ministry and death of Jesus; Qumran and the community structure of early Christianity; apocalyptic and the shape of Pauline theology; gnostic allegorization and Marcionite rejection of the Old Testament. *Karl Donfried*

### 330b Colloquium: Historical Theology

Topic for 1984-85: The Spirituality of the Middle Ages. Patterns of piety in monks, mendicant friars, schoolmen, laity, and "dissident" sects. Scriptural, theological and mystical influences. New developments in devotion to Christ. Redefinitions of deity; male and female. Readings in Anselm, Hildegard of Bingen, Bernard, Hugh of St. Victor, Mechtilde of Magdeburg, Thomas Aquinas, Meister Eckhart, and Catherine of Siena.

*Jean Higgins*

M 3:10-5

### 333b Colloquium: Theological Tendencies in Early Christianity

Topic for 1984-85: The Origin and Development of Worship and Ministry in Early Christianity. A study of the Jewish and Graeco-Roman backgrounds of such liturgical forms as hymns, spiritual songs, prayer, proclamation of the Word, baptism and the eucharist. Their relationship to the emerging ecclesiastical offices of bishop, presbyter, and deacon. Influence of these developments upon the current ecumenical reevaluation of worship and ministry.

*Karl Donfried*

Th 3:10-5

### [340a Colloquium: Issues in Theology

To be offered in 1985-86.

*Quentin Quesnell*]

### 353a Seminar: Medical Ethics

The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans, and other issues.

*Thomas Derr*

M 7:30-9:30

### 360b Colloquium: Phenomenology of Religion

Varieties of religious experiencing. The essence and manifestation of the Sacred. A cross-cultural and phenomenological study of religious consciousness.

*Sten Stenson*

Th 3:10-5

### [370b Colloquium: Hindu Religious Traditions

To be offered in 1985-86.]

### 371b Seminar: Problems in Buddhist Philosophy

Topic for 1984-85: East-West Dialogue in the Kyoto School of Philosophy.

*Taitetsu Unno*

T 3:10

### 382b Directed Readings in Religious Texts: Hebrew, Greek, or Latin

Prerequisite: one of the following (or the equivalent): Greek 111; Latin 111; or Religion 185. Admission by permission of the instructors.

*Jochanan Wijnhoven, Karl Donfried*

Hours to be arranged

## Special Studies

### 301, 301a, 301b Special Studies

By permission of the department, for senior majors who have had four semester courses above the introductory level.

## Graduate

Adviser: Bruce Dahlberg.

### 480a, 480b Advanced Studies.

### 485, 485a, 485b Research and Thesis.

485a or b may be taken for double credit.

Because the department's course offerings for graduate study are limited, admission to graduate study in religion will normally be restricted to qualified applicants whose

personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by the College's rules for the master's degree, the department may require a course or course to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the complete thesis is expected.

## The Major

**Advisers:** members of the department.

**Adviser for Study Abroad:** John Betlyon.

**Requirements:** 10 semester courses, including at least one from each of the following four groups:

- Biblical Studies: 210a, 220b
- Judaism and Christianity: 230a, [231a], 232b, [235a], 236a
- Contemporary Religious and Ethical Thought: 240a, 250a, 250b, [252a], 260b, 263a
- Hinduism, Buddhism, and Islam: 270a, 270b, 271a, [271b], 275a

Not more than two 100-level courses can be counted toward the major, except that beginning language courses in the depart-

ment may be counted above the limit of two. Related courses outside the department may be counted toward the major only with the approval of the department.

## The Minor

**Advisers:** members of the department.

**Requirements:** five semester courses, including at least one course from three of the following four groups:

- Biblical Studies: 210a, 220b
- Western Religious Traditions: 230a, [231a], 232b, [235a], 236a
- Eastern Religious Traditions: 270a, 270b, 271a, [271b], 275a
- Contemporary Religious and Ethical Thought: 240a, [245a], 250a, 250b, 260b, 263a

Not more than one 100-level course may be counted toward the minor.

## Honors

**Director:** Bruce Dahlberg.

### 501 Thesis.

**Requirements:** same as for the major and a thesis (501) equivalent to two semester courses, normally written in both semesters of the senior year, with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year.

## Russian Language & Literature

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### Professor

†Maria Němcová Banerjee, Ph.D.

### Instructor

Susan Scotto, M.A.

### Associate Professors

Igor Zelljadt, M.A.

Alexander Woronzoff, Ph.D., Chair

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### A. Language

#### 101 Elementary Course

Four class hours and laboratory.

*Susan Scotto, Igor Zelljadt*

M T Th F 9:20

#### 102 Intermediate Course

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 101 or the equivalent.

*Alexander Woronzoff*

M 11:20, T 10:20-12:10, W 10:20

#### 231a Advanced Course

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 102 or permission of the instructor.

*Igor Zelljadt*

W F 11:20, Th 10:20-12:10

#### 231b Advanced Course

A continuation of 231a, including extensive translation of current material from Russian to English and intensive practice in writing. Prerequisite: 231a.

*Igor Zelljadt*

W F 11:20, Th 10:20-12:10

#### 338a Studies in Language and Literature

Advanced study of literary and nonliterary texts, with emphasis on written Russian. Prerequisite: 231b or permission of the instructor.

*Igor Zelljadt*

Hours to be arranged

#### 338b Studies in Language and Literature

Advanced study of selected literary and nonliterary texts, with emphasis on spoken Russian: discussion, conversation, oral reports. Prerequisite: 338a or permission of the instructor.

*Igor Zelljadt*

Hours to be arranged

#### [343b Seminar in the History of the Russian Language

A survey of the origin and development of the Russian language, its sounds, vocabulary, and grammatical forms, from the beginning to the present. Lectures and analysis of selected illustrative texts. Prerequisite: 231a and b or the equivalent, or permission of the instructor. To be offered in 1986-87 (tentative).

*Igor Zelljadt*]

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### B. Literature

#### 226a Readings in Nineteenth-Century Russian Literature

Topic for 1984-85: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political, and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky, and Chekhov. In translation.

*Susan Scotto*

W F 1:10, Th 2:10



**226b Readings in Twentieth-Century Russian Literature**

Topic for 1984-85: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation.

*Susan Scotto*  
W F 1:10, Th 2:10

**235a Tolstoy**

In translation.  
*Alexander Woronzoff*  
M 9:20-11:10, T 9:20

**[235b Dostoevsky]**

In translation. To be offered in 1985-86.  
*Maria Banerjee*

**[236a Russian Drama]**

In translation. Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov, and some recent works. To be offered in 1985-86.]

**[237a The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve***

Examination of the changing portrayal of the exemplary female identity and destiny in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (eighteenth century), and the age of romantic realism. In translation. To be offered in 1985-86.  
*Maria Banerjee*

**239b Major Russian Writers**

Topic for 1984-85: Anton Chekhov. Chekhov's sketches, stories, novellas, and plays will be considered with reference to biography, letters, and other secondary sources. (E)

*Susan Scotto*  
W F 11:20, Th 10:20-12:10

**266b Symbolic and Visionary Theatre**

Same as COMPARATIVE LITERATURE 266b.

**301, 301a, 301b Special Studies in Language or Literature**

By permission of the department, for majors who have had four semester courses above the introductory level.

**[333a Literature of the Nineteenth Century]**

Development of Russian realism. Study of some typical works of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov, with discussion of important trends in social and aesthetic ideas which they exemplify. In Russian. Prerequisite 231a and b or the equivalent or permission of the instructor. To be offered in 1985-86.  
*Igor Zelljadt*

**[333b A continuation of 333a]**

To be offered in 1985-86.]

**[340b Seminar: Russian Thought]**

In translation. Prerequisites: History 239b and 240b and one intermediate semester course in Russian literature, and permission of the instructor. To be offered in 1985-86.  
*Maria Banerjee*

**342b Seminar: Soviet Russian Literature**

Poems, plays, and novels of selected Soviet authors considered as works of literary art and as illustrations of the social, economic, and political conditions of the period. Prerequisite: 226b or one intermediate semester course in Russian literature.

*Susan Scotto*  
Hours to be arranged

**346a Seminar: Pushkin and His Age**

Conducted in English with reading in Russian. Prerequisites: three years of Russian or the equivalent, and permission of the instructor.

*Alexander Woronzoff*  
Hours to be arranged

**The Majors**

Adviser for Study Abroad: Igor Zelljadt

## Russian Literature

**Advisers:** members of the department.

**Basis:** 102, 226a or [237a], and 226b.

Six required courses: 231a and 231b; History 239b and History 240b; two of the following: 235a, [235b], [236a], 239b.

Strongly recommended: [333a], [333b], 338a, 338b.

One required seminar: [237a] or [340b] or 342b or [343b] or 346a.

## Russian Civilization

**Advisers:** members of the department, and Joan Afferica (History), Steven Goldstein (Government), Andrew Zimbalist (Economics).

**Basis:** 102, [History 239b], and History 240a.

Five required courses: 231a and 231b; two of the following: 226a, 226b, 235a, 235b, 236a, 237a, 239b, 266b; one of the following: Government 222a, Economics 209b.

Strongly recommended: [333a], [333b], 338a, 338b.

One required seminar: Government 325a or 347a or Economics 305a or History 339b; or Russian [237a] or [340b] or 342b or [343b] or 346a.

## Honors

**Director:** Igor Zelljadt.

**501a Thesis.** Double credit.

### Russian Literature

**Basis:** same as for Russian Literature major.

Required courses: same as for Russian Literature major. In addition, a thesis to count for two semester courses, written in the first semester of the senior year.

### Russian Civilization

**Basis:** same as for Russian Civilization major.

Required courses: same as for Russian Civilization major. In addition, a thesis to count for two semester courses, written in the first semester of the senior year.

# Sociology & Anthropology

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## Professors

\*Peter Isaac Rose, Ph.D.

\*\*Myron Glazer, Ph.D.

Elizabeth Erickson Hopkins, Ph.D.

## Associate Professors

Joan Lennox, M.S.S.W., M.F.A.

†Wendy Glasgow Winters, Ph.D.

Arthur Shattuck Parsons, M.C.P., Ph.D., Chair

Patricia Y. Miller, Ph.D.

## Adjunct Associate Professor

Martha R. Fowlkes, Ph.D.

## Assistant Professors

Frédérique Apffel Marglin, Ph.D.

Richard J. Parmentier, Ph.D.

Richard Fantasia, Ph.D.

## Visiting Assistant Professor

Ullica Christina Segerstrale, Ph.D.

## Lecturers

‡Katherine Gabel, M.S.W., J.D., Ph.D.

†Catherine K. Riessman, Ph.D.

## Culpeper Fellows

Donald Joralemon, Ph.D.

Victoria Joralemon, Ph.D.

## Five College Professor of Ethnic Studies (at Smith College under the Five College Program)

Pearl Primus, Ph.D.

## Assistant Professor of Anthropology (at Amherst College under the Five College Program)

James McLendon, Ph.D.

## Sociology

The prerequisite for all courses in Sociology is 101a or 101b, or permission of the instructor.

### 101a, 101b Introduction to Sociology

Perspectives on society, culture, and social interaction. Topics include: community, class, ethnicity, family, sex roles, and deviance. Myron Glazer, Director. Colloquium format, meeting: First semester: M 9:20-11:10, T 9:20, *Arthur Parsons*; T 10:20-12:10, W 10:20, *Ullica Segerstrale*; T 2:10-4, Th 2:10, *Richard Fantasia*; W 9:20, F 9:20-11:10, *Myron Glazer*; W 11:20, Th 10:20-12:10, *Myron Glazer*. Second semester: M 7:30-9:30; T 2:10-4, Th 2:10; T 10:20-12:10, W 10:20; Th 3:10-5 and one hour to be arranged.

*Members of the department*

### 201a Methods of Social Research

An introduction to the logic and methods of social research, designed to develop skill in research design and techniques. SOCIAL SCIENCE 190a or b recommended but not required.

*Patricia Miller*

M 2:10-4 and additional hours to be arranged

### 202b The Sociology of Everyday Life

Exploration of sociological theories of the self and the social drama of everyday life. Readings emphasize the sociological study of everyday encounters, experiences, and interactions; special reference to the social connection of competing definitions of the situation (including medical and scientific) concerning the nation's first toxic waste disaster at Love Canal, New York. (E)

*Martha Fowlkes*

M 2:10-4

**[203b Knowledge and Society**

Same as Philosophy 203b.]

**211a Deviant Behavior**

An exploration of theories of deviance and social disorganization, research studies, and literature aimed at understanding madness, drug abuse, rape, white-collar crime, governmental deviance, homosexuality, and rebellion. Fieldwork or library research is required. Optional use of documentary photography as an adjunct to field research.

*Patricia Miller*

T 10:20-12:10, W 10:20

**[211b Ethical Issues in Social Organizations**

Theories of deviance applied to the study of unethical practices and abuses of power in government, business, and the professions. Whistle blowing, courageous behavior, and reactions to authority. Selected topics: the police, the C.I.A., the E.P.A., and the nuclear-power, automobile, and other industries.

*Myron Glazer*

W 11:20, Th 10:20-12:10]

**212b Class and Society**

An introduction to classical and contemporary approaches to class relations, status, and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, collective action, and the place of race and gender in systems of social stratification.

*Richard Fantasia*

M 2:10-4 and one hour to be announced

**213b Ethnic Minorities in America**

Social organization of a multiracial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minority communities in different settings.

*Peter Rose*

M 11:20, T 10:20-12:10

**[215b Criminology**

Analysis of theories and research on delinquency, crime, corrections, and criminal justice in American society, with particular emphasis on the relationship between social class and crime. Fieldwork or library research is required. Optional use of documentary photography as an adjunct to field research. To be offered in 1985-86.

*Patricia Miller]*

**216 Social Work and Public Policy**

An examination of social work and other helping professions. Reciprocal roles, expectations, and behavior of professionals and clients. Fieldwork in local agencies and institutions. Parallel readings in sociology of mental illness. Limited to 20 juniors and seniors.

*Joan Lennox*

W 7-9:30

**218a Urban Sociology**

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urbanization in the rise of industrial society, the city as a locus of various social relationships, and the contemporary urban crisis. Focus on the American city. Course materials drawn from a range of disciplines. Fieldwork is encouraged.

*Richard Fantasia*

W F 12:50-2

**[219b Medical Sociology**

An examination of health and illness, emphasizing socio-political context. The social causation of disease, medicalization of deviance, professional socialization, provider-consumer relationships, and the social organization of health care. Special emphasis on women's health. Readings include literary as well as theoretical sources. To be offered in 1986-87.

*Catherine Riessman]*

**220a Sociological Perspectives on Women and Work**

Examination and analysis of women's work roles, paid and unpaid, inside and outside



the home. Special attention to options and limits of women's professional participation as a function of personal roles and relationships as well as institutional patterns of discrimination. Discussion course: enrollment limited to 25.

*Martha Foulkes*

T 2:10-4, Th 2:10

### **222b Biology, Sociology and Ideology**

Investigation of the contemporary scientific controversy about the biological basis of social behavior from a sociology of science perspective. Examination of claims and counterclaims in the sociobiology debate in the light of current scientific developments as well as sociological, historical, and philosophical studies of the relationship between biology and ideology. The course is interdisciplinary and requires no special prior knowledge. Sociological and biological concepts will be explained in lectures and reading. (E)

*Ulrica Segerstrale*

W 7:30-9:30

### **224a Family and Society**

A cross-cultural and interdisciplinary approach to the study of the family and related institutions. Specific attention to the role of mothers, wives, and children in the family, and to the social significance of romantic love in marriage and the family.

*Arthur Parsons*

M T 8-9:10

### **225a Japanese Society and Culture**

Examination of features central to modern Japan's emergence and functioning as an "advanced" nation. Review of the historical background and a broad overview of Japan today, concentrated study of fundamental cultural patterns, social structure, rural and urban life, work and other types of organizations, politics and policy-making, economic structure and business activities, and relations with other nations. Sociology 101a or b required. To be offered once only, first semester 1984-85.

*James McLendon*

W 11:20, Th 10:20-12:10, F 11:20 optional

### **250b Theories of Society**

Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, and Durkheim, with emphasis on their theories of the development, structure, and consequences of capitalism and modern industrial societies. Open to seniors, juniors, and sophomores; all sociology and anthropology majors should take this course in the sophomore or junior year.

*Arthur Parsons*

M 9:20-11:10, T 9:20

### **[255b Sociology of Religion**

Relations of religious organization and beliefs to social and cultural factors. Major sociological interpretations of religion. Selected problems in primitive and higher religions.

*Arthur Parsons*]

### **305a Seminar: Qualitative Methods in the Study of Subcultures and Social Movements**

Individual field research projects. Collection and analysis of life-history, intensive-interview, and participant-observation material.

*Myron Glazer*

Th 3:10-5

### **310b Seminar on Problems of Scope and Method**

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity, and courageous behavior.

*Patricia Miller*

T 2:10-4

### **311b Contemporary Sociological Theory**

Theories of contemporary society and social change with special consideration of the works of D. Riesman, P. Rieff, C. Lasch, D. Bell, R. Collins, and R. Sennett. Prerequisite:

site: 250b. Admission by permission of the instructor.

*Arthur Parsons*

T 2:10-4

### 313b Immigrants and Exiles

Analyses of the history and demography of particular social groups. The politics of immigration and the sociology of exile. The resettlement and integration of refugees.

*Peter Rose*

M 2:10-4

### 317a Aging and Death: A Culture and Personality Approach

The process of aging and the meaning of death. Fieldwork component required.

*Joan Lennox*

T 2:10-4

### 321b Seminar: Crime, Law, and Social Control

Institutional responses of the criminal justice system to juvenile and adult offenders, with examination of organizational developmental concepts as applied to institutional management. Students required to complete a field or other research project.

*Katherine Gabel*

M 2:10-4

## Anthropology

Students are strongly encouraged to complete Anthropology 130a or b before enrolling in intermediate courses. Freshmen must have permission of the instructor for courses above the introductory level. Sociology 101a or b is not required for any anthropology course.

### 130a Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious, and family structures, with examples from Africa, the Americas, and Oceania. The impact of the modern world on traditional societies. Sev-

eral ethnographic films are viewed in coordination with descriptive case studies.

*Richard Parmentier*, M 11:20, T 10:20-12:10

*Frédérique Marglin*, W 11:20, Th 10:20-12:10

### 130b A repetition of 130a

*Richard Parmentier*, M 11:20, T 10:20-12:10

*Frédérique Marglin*, W 11:20, Th 10:20-12:10

### 131b Human Evolution

The physiological, social, and ecological premises of human behavior. Primate ethnology. The sociobiology of gender. The cultural and physical history of the hominid line from its initial appearance to the early empires in the Near East and the Americas.

*Elizabeth Hopkins*

W 11:20, Th 10:20-12:10

### 225a Japanese Society and Culture

Same as Sociology 225a.

### 231b Africa: A Continent in Crisis

Traditional Sub-Saharan societies and their transformation in modern Africa. The impact of imperial policy, the market economy, and Christianity on traditional institutions and values; the changing role of women, urbanization, ethnicity, and national identity.

*Elizabeth Hopkins*

W 11:20, Th 10:20-12:10

### 232a Political Anthropology

Constraints and options in preindustrial political systems. Theories of social control, male dominance, warfare, state formation, and empire. Nationalism, political change, and protest in non-Western societies. Particular emphasis on Sub-Saharan Africa and the native Americas.

*Elizabeth Hopkins*

T 2:10-4 and additional hour for films

### 234a Communication in Culture

The structure and function of meaningful discourse, artistic expression, and mass media in sociocultural context. Topics include the nature of human communica-

tion, the functions of language, relationship between visual and auditory signs, writing and historical awareness, and manipulation of consciousness by advertising and television.

*Richard Parmentier*

Lec. M 7:30-9:30; dis. T 4:10 or W 2:10

### 235a Ritual and Myth

Rituals of the life cycle such as birth, initiation, and death, with particular attention to women's rituals and myths about goddesses and other females in several non-Western cultures both contemporary and historical. Ritual and ritual theatre in the cultural politics of various groups in the United States. Field observation is encouraged.

*Frédérique Marglin*

W 7:30-9:30 and one hour to be arranged

### 236a Economic Anthropology

An introduction to the theories and methods of economic anthropology. Systems of production, consumption, and distribution in traditional kin-ordered societies, chiefdoms, archaic states, and contemporary peasant societies. The "peasantization" of rural, Third-World populations and their role in the world market economy. Contributions of Neo-classical and Marxist orientations to the anthropological analysis of non-Western socioeconomic systems.

*Victoria Joralemon*

W 9:20, F 9:20-11:10

### [238b Anthropology and Literature

Examination of several modes of presenting and interpreting cultural traditions. Comparison of selected works of fiction and alternative styles of describing ethnographic experience. The problem of rendering accurately the experience of others.

*Frédérique Marglin*]

### 240a History of Anthropological Theory

The history of anthropological ideas and practices from the Enlightenment to the present. Topics include contract theory, social evolutionism, French and British structuralism, culture and personality, cul-

tural materialism, ethnoscience, and symbolic anthropology. Prerequisite: 130a or b.

*Richard Parmentier*

M 9:20-11:10, T 9:20

### 241b Development and Threatened Cultures

The interaction between small-scale societies and the developing world. The cultural, political, and economic aspects of "modernizing" forces. Differential responses—from extinction to accommodation—are analyzed, using selected case studies from different parts of the world. (E)

*Victoria Joralemon*

W F 12:50-2

### 242b Psychological Anthropology

The anthropological study of problems in psychological and psychiatric theory, including the nature of "primitive" thinking and the relationship between the individual and culture. Historical consideration of theoretical and methodological issues in psychological anthropology, such as the mechanisms of cultural learning, the notion of psychological well-being of the individual, the cross-cultural handling of psychiatric disease, and the cultural determination of modes of thought.

*Donald Joralemon*

T 2:10-4, Th 2:10-3

### 243b Symbolic Reality of Woman: Hindu and Western

A comparative study of the Christian and Hindu traditions in their implications for the lives of women. Themes considered will include: creation, salvation, life and death, immanence and transcendence, sexuality and fertility, cyclic versus linear conceptions of history, mind/body dualism. Contemporary and historical periods examined through anthropological and religious studies, literary texts, myths, rituals, visual art.

*Jean Higgins (Religion),*

*Frédérique*

*Marglin*

T 4:10-5, Th 3:10-5



**244b The Cross-Cultural Construction of Gender**

The meaning of male and female in several cultures from different areas of the world. Issues addressed will include the nature/culture dichotomy, cultural constructions of female power, and the universality of male dominance.

*Frédérique Marglin*

W 7:30-9:30

**245b Language, Symbol, and Meaning**

The analysis of theories of culturally created systems of meaningful signs and symbols. Focus on perspectives from structural linguistics, pragmatic philosophy, and functional aesthetics. Topics include the nature of the sign, the structure of semiotic codes, the relationship between linguistic and nonlinguistic systems, and the analysis of poetry, visual art, and textuality.

*Richard Parmentier*

M 7-10

**247b Anthropology of Art**

This course will be concerned with aesthetics and the human need to document the intangible inner self through visible and audible symbols. (E)

*Pearl Primus*

Th 7:30-9:30

**248a Medical Anthropology**

The influence of sociocultural institutions on disease frequency and distribution and the cultural management of states of disease in different societies. Ethnographic studies are considered with an eye to development of theory in medical anthropology. Special attention to the process by which conditions of ill-health are made culturally meaningful and to the role of the traditional healer.

*Donald Joralemon*

W 9:20, F 9:20-11:10

**250b Theories of Society**

Same as Sociology 250b.

**[331b Seminar on Topics in Anthropology**

*Donald Joralemon*]

**332b Seminar: The Dynamics of Change: Tradition and Modernization in Non-Western Societies**

The impact of European political and economic expansion since the sixteenth century: factors in the transformation or tenacity of traditional institutions and values, Third-World urbanization, the changing role of women, mechanisms of protest, and autonomy.

*Elizabeth Hopkins*

W 2:10-4

**333a Seminar: Politics of the Supernatural**

The exploration of the supernatural as an instrument of political action. Comparative survey of witchcraft, cults, and sectarian Christianity as vehicles of protest and change. Selected case studies from Africa, the native Americas, Europe, and contemporary America.

*Elizabeth Hopkins*

M 2:10-4

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**General Courses**
**190a, 190b Introduction to Statistics for Social Scientists**

Same as SOCIAL SCIENCE 190a, 190b.

**[261a Religion, Science, and Technology**

Same as RELIGION AND SOCIOLOGY 261a. See Inter- and Extra-Departmental Course Offerings. To be offered in 1985-86.]

**350, 350a, 350b Special Studies**

By permission of the department, for junior and senior majors.

**Graduate****450, 450a, 450b Research and Thesis.****451a, 451b Special Studies**

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.



## The Majors

**Advisers:** *In Sociology:* Richard Fantasia, Myron Glazer, Patricia Miller, Arthur Parsons, Peter Rose. *In Anthropology:* Elizabeth Hopkins, Frédérique Marglin, Richard Parmentier.

**Advisers for Study Abroad:** Frédérique Marglin, Richard Fantasia.

**Requirements:** 10 semester courses above the basis:

- A. Sociology: 101a or b (basis), 250b, 310b or 311b, four intermediate courses in sociology and two additional courses in anthropology or sociology; the remaining two courses may be in the department or other departments in consultation with the adviser. Majors are strongly urged to take 250b in their sophomore or junior year; 310b or 311b should be taken in the senior year. Requirement of research may be met by submitting work from Sociology 201a, 305a, supervised projects conducted in other courses offering research opportunities, or independent work supervised by a member of the department.
- B. Anthropology: 130a or b (basis), 240a, 250b, three intermediate courses in anthropology, one anthropology seminar or equivalent upper-level course approved by the academic adviser, and two additional courses in anthropology or sociology; the two remaining courses may be in the department or in other departments in consultation with the adviser.

Majors are strongly urged to take Anthropology 240a in their sophomore year.

Majors may spend the junior year abroad if they meet the College's requirements. Students planning to major in the department and to spend the junior year abroad should take at least one, preferably two, semester courses in the major during the sophomore year.

Students majoring in anthropology are encouraged to consider a fieldwork program at a university or academic program abroad during their junior year. In the past, majors have spent a term or year in Dahomey, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore, and the Philippines. Majors concentrating on archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts.

Students interested in the study of social problems and public policy should consult with the chair or with Patricia Miller.

## Honors

**Director:** Patricia Miller.

**Basis:** 101a or b in Sociology; 130a or b in Anthropology.

**501, 501a Thesis.** Double credit.

**Requirements:**

- (1) a total of eight courses above the basis, including all the requirements for the major and 311b (for sociologists);
- (2) a thesis (501 or 501a) equivalent to two semester courses, written during either the first semester or both semesters of the senior year; and
- (3) an oral examination on the thesis.

## Spanish & Portuguese

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### Professors

Erna Berndt Kelley, Ph.D.

\*\*Alice Rodrigues Clemente, Ph.D., Chair

### Associate Professor

Charles Mann Cutler, Jr., Ph.D.; Acting  
Chair, second semester (Spanish &  
Portuguese and Afro-American Studies)

### Assistant Professors

Patricia González, Ph.D.

Juan Gelpí, Ph.D.

Walter Glannon, Ph.D.

### Instructor

Hector Torres-Ayala, Profesor de Castellano

### Mellon Lecturer

Phoebe P. Medina, M.A.

### Lecturer

Miguel Bello, M.A.

## Portuguese

### 120 Elementary Portuguese

*Charles Cutler*

W Th F 9:20

### 130a Intermediate Course in Portuguese

Intensive oral and written work using various kinds of texts (not exclusively literary), films, and music from Brazil, Portugal, and Portuguese-speaking Africa. Prerequisite: 120 or permission of the instructor.

*Charles Cutler*

W F 1:10, Th 2:10

### [210a Literature and Culture in the Portuguese-Speaking World

Prerequisite: 120 or 130a or permission of the instructor.]

### [224b Readings in the Modern Literature of Portugal and Brazil: Poetry

Prerequisite: 120.]

### [228b Women as a Cultural Force in the Portuguese-Speaking World

Focus primarily on the experience of women writers in Portugal, Brazil, and Portuguese-speaking Africa, and the placing of that experience in its historical and socio-economic context. (E)]

### 235b Literature and Cultural Nationalism

Same as Comparative Literature 235b.

### 238b Afro-Brazilian Literature and Film

Same as Afro-American Studies 238b.

## Spanish

### 100D Intensive Course

Three semesters' credit.

*Erna Kelley, Walter Glannon*

Six class hours as follows:

M T W 8:20, W Th F 9:20

### 101 Elementary Course

*Members of the department*

M T 9:20, W 3:10; M T 11:20, W 10:20; M T 1:10, W 2:10; W Th F 11:20

### 102 Intermediate Course

Review of grammar and reading of modern prose. Prerequisite: two entrance units or 101.

*Members of the department*

M T 9:20, W 3:10; M T 11:20, W 10:20; W Th F 11:20

### 103a Grammar, Composition, and Reading

Discussion of modern Spanish short sto-

ries, novels, and poetry. Prerequisite: three entrance units.

*Erna Kelley*

M T 11:20, W 10:20

**200a Advanced Conversation and Composition**

Intensive oral and written work on cultural topics and problems related to the Spanish-speaking world. Prerequisite: four entrance units or 100D or 102 or 103a.

*Patricia González, Juan Gelpí*

M T 11:20, W 10:20; T 2:10-4, Th 2:10

**200b A repetition of 200a**

*Hector Torres-Ayala*

M 11:20, T W 10:20

**215a Literary Currents in Spain**

An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 100D or 102 or 103a.

*Alice Clemente*

T Th 1:20

**215b A continuation of 215a**

Prerequisite: four entrance units or 100D or 102 or 103a.

*Walter Glannon*

T Th 1:10

**216a Readings in Latin American Literature**

A historical perspective of Latin American literature as expression of the cultural development of the continent, within the framework of its political and economic dependence, from the Colonial period until the present time.

*Hector Torres-Ayala*

M T W 8:20

**216b A continuation of 216a**

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include genre as a contract between writer and audience, literary periods and move-

ments as ideological constructs, and the Latin American adaptation of European models.

*Juan Gelpí*

M T W 8:20

**230b Topics in Latin American Literature**

Topic for 1984-85: Contemporary Latin American Women Writers. A survey of representative writings of women, with emphasis on essay, theatre, and prose fiction.

Works by such authors as Aguirre, Bombal, Castellanos, Ferré, Gambaro, Garro, and Ocampo.

*Patricia González*

M T 11:20, W 10:20

**[246b The Picaresque Tradition**

Same as Comparative Literature 246b.]

The prerequisites for the following Spanish courses are 215a and b, or 216a and b.

**The Formative Period**

**[330a The Epic Tradition: Poems, Chronicles, and Ballads**

A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*.]

**331a The Structure of the Spanish Middle Ages in Literature**

The legacy of the Moorish, Jewish, and Christian traditions.

*Erna Kelley*

T 2:10-4, Th 2:10

**[332b *El Libro de buen amor* and *La Celestina***

Study of medieval and pre-Renaissance themes. To be offered in 1985-86.]

**The Imperial Period**

**340b Cervantes: The Birth of the Modern Novel**

*Erna Kelley*

T 2:10-4, Th 2:10



**343a Lyric Poetry: Renaissance and Baroque**

The development of Spanish lyric poetry from Garcilaso and Boscán to Góngora and his followers.

*Alice Clemente*

T 10:20-12:10, W 10:20

**[344a Ideological Framework of the Imperial Age**

An analysis of the main currents of thought in sixteenth-century Spain, and their influence on life and literature.]

**[347b Golden Age Drama: Juan del Encina to Calderón**

The development of the drama from the latest medieval examples to the *autos sacramentales* of Calderón.]

**350a Poetic Sequences East and West**

Same as Comparative Literature 350a.

**[353a Sonnets and Sonnet Cycles**

Same as Comparative Literature 353a.]

**The Modern Period****360b Nineteenth-Century Literature in the Context of Cultural History: From Romanticism to Realism**

A study of the literature of the nineteenth century as an interplay between artistic expression and underlying sets of values, social and political developments, and ideological conflicts.

*Phoebe Medina*

M 2:10-4 and one hour to be announced

**[362a Seminar: The Spanish and the Universal in the Novels of Galdós**

An analysis of Galdós' complex integration of Spain's history and character with the more intimate conflicts of man.]

**[364b Tradition and Dissent: The Generation of '98**

The problem of Spain as seen in the writings of the 40 years preceding the Spanish Civil War, with special emphasis on the modern essay.]

**[365b Spanish Post-War Novel**

Examination and discussion of the psychological, political, and sociological aftermath of the Spanish Civil War through the characters and narrative styles of such novelists as Camilo José Cela, Juan Goytisolo, Luis Martín-Santos, and Juan Benet.]

**366b The Heritage of Modernism: Twentieth-Century Spanish Poetry**

A study of the genre's development from Machado to Gil de Biedma against the background of cultural and historical events that helped to shape it: the Spanish-American War, the emergence of the European avant-garde, the Spanish Civil War, and Franco's dictatorial regime.

*Juan Gelpí*

M T 9:20, W 3:10

**[367a Seminar on the New Drama: Themes and Trends**

Contemporary developments in Spanish drama from García Lorca to Arrabal. To be offered in 1985-86.]

**[370b Latin American Society in the Novel**

Fuentes, Vargas Llosa, García Márquez, and others.]

**[371a Currents in Modern Latin American Poetry**

Nineteenth- and twentieth-century Latin American poetry.]

**372b Latin America's Twentieth-Century "Teatro Libre"**

Study of the Latin American theatre in transition. How a traditionalist theatre becomes highly experimental in reflection of the complexities of twentieth-century Latin American society. Lectures and discussion of representative modern plays.

*Patricia González*

M T 1:10, W 2:10

**373a The Latin American Short Story**

Study of the development of the Latin American short story from the first manifestations of the genre in the nineteenth cen-



tury to the most recent experiments with the form in the twentieth century. Such writers as Lastarria, Palma, Darío, Quiroga, Lillo, Borges, Carpentier, Cortázar. Prerequisite: 216a and b or permission of the instructor.

*Hector Torres-Ayala*

M 9:20-11:10, T 9:20

### **380a, 380b Special Studies in Peninsular and Latin American Literatures**

By permission of the department, for senior majors and honors students.

### **388a, 388b Special Studies in Language Teaching**

Admission for seniors by permission of the department.

## **The Majors**

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language.

**Adviser for the Majors:** Erna Kelley.

**Adviser for Study Abroad:** Erna Kelley.

The S/U grading option is not allowed for courses counting toward the majors.

## **Spanish**

**Basis:** 215a and b.

**Requirements:** seven semester courses, in addition to the basis, above the 100 level. Majors must elect 300-level courses from each of the periods (Formative, Imperial, Modern); three of these, one in each period, must be taken in the department at Smith College.

## **Latin American Studies**

Two programs are offered:

### **Program I**

For students particularly interested in literature.

**Basis:** 216a and b.

**Requirements:** four courses from the following: [370b], [371a], 372b, 373a, 380a, 380b, and three additional courses in the department, such as 220b, [224b], [228b], 230b, 235b, 238b, and courses in the Imperial Period.

Students electing this major are strongly urged to elect courses in other departments dealing with Latin America.

### **Program II**

For students interested not only in literature, but in such fields as economics, government, history, sociology, and anthropology.

**Basis:** History 260a and History 261b or 262a. A reading knowledge of Portuguese is strongly recommended.

**Requirements:** 216a and b or two of the following [370b], [371a], 372b, 373a; five semester courses (on the intermediate or advanced level), to be selected from art, economics, geography, government, history, literature, sociology and anthropology, dealing with Latin America; at least two of the five must be 300-level courses.

## **Luso-Brazilian Studies**

**Basis:** History [243b] and 263a.

**Requirements:** two of the following: [210a], 220b, [224b], [228b], 235b, 238b; five semester courses (on the intermediate or advanced level), to be selected from Afro-American studies, art, economics, geography, government, history, literature, sociology and anthropology, dealing with the Portuguese-speaking world; at least two of the five must be 300-level courses.

## **The Minor**

**Adviser:** same as listed for the majors.

### **Spanish Literature**

Requirements: five courses in Spanish literature including 215a and b and two courses at the 300 level.

### **Latin American Literature**

Requirements: five courses in Latin American literature, including 216a and b and two courses at the 300 level.

### **Latin America Area Studies**

Requirements: six courses dealing with Latin America to be selected from art, economics, geography, government, history, literature, sociology and anthropology. They must include HST 260 and 261 and SPP 216a or 216b and at least one course at the 300 level.

### **Honors**

**Director:** Juan Gelpí.

#### **501a Thesis.**

#### **Spanish Literature**

Requirements: those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

### **Latin American Literature**

Requirements: those listed under Program I of the Latin American Studies major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

### **Latin American Area Studies**

Students will plan their honors program with the director of honors in consultation with members of the departments concerned with Latin America.

Requirements: those listed under Program II of the Latin American Studies major. The program must include a minimum of two seminars. At least one course or seminar dealing with Latin America in each of the participating departments, i.e., in economics, government, history, sociology and anthropology, and Spanish and Portuguese. A thesis, normally to be written during the first semester of the senior year under the direction of the Latin American specialist in one of the participating departments. The thesis will be read by one or two more Latin American specialists from other participating departments, who will also be present at the required oral examination on the thesis.

# Theatre

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## Professors

William Edward Hatch, M.A.  
Helen Krich Chinoy, Ph.D.  
Leonard Berkman, D.F.A., Chair

## Assistant Professors

Catherine H. Smith, M.A., M.F.A.  
John D. Hellweg, Ph.D.  
Mark Harrison, M.A.  
Shelia Rose Bland, M.F.A. (Afro-American  
Studies and Theatre)

## Instructors

Kathy Anne Perkins, M.F.A.  
Deborah G. Lubar, B.A.

## Lecturer

<sup>2</sup>Karen Malpede, M.F.A.

## Visiting Lecturer

Christine Smith-McNamara, M.A.

### 110a Dynamics of Drama

A lecture/laboratory exploring the components of theatre from script to performance. Works to be studied range from Shakespeare to the present.

*Mark Harrison*

W F 11:20, Th 10:20-12:10

### 111b Introduction to Theatre

Analysis of dramatic texts and theories of performance of drama throughout the major theatrical periods.

*John Hellweg*

W F 11:20, Th 10:20-12:10

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## A. History, Literature, Criticism

### 211a Continental Theatre and Drama

Innovation and change in European theatre from the Baroque designers of the eighteenth century to the independent theatres of the late nineteenth century. Playwrights to be considered range from Goldoni, Goethe, Büchner to Ibsen, Strindberg, and Chekhov.

*John Hellweg*

T 2:10-4, Th 2:10

### 212a Modern European Drama

The plays, theatres, and playwrights of the late nineteenth and early twentieth centuries in Europe. From Ibsen and Chekhov to the widespread experimentation of the

1920s: e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Brecht. Attendance required at selected performances. Enrollment limited to 90.

*Leonard Berkman*

W Th F 9:20

### 212b Modern European Drama

Contemporary theatre in Europe from the 1930s to the present. The playwrights to be considered include: Weiss, Brecht, Genet, Beckett, Camus, Nellie Sachs, Churchill, and Simone Benmussa. Attendance required at selected performances. Enrollment limited to 90.

*Karen Malpede*

W Th F 9:20

### 213a American Theatre and Drama

Evolution of an American style in theatre art and development of American dream, especially from 1914 to the present. O'Neill to Sam Shepard and the Off-off Broadway playwrights. Attendance required at selected performances.

*Helen Chinoy*

M 11:20, T W 10:20, T 11:20 at the option of the instructor

### 214b Black Theatre

A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers, and



theatres of the 1950s to the 1970s. Same as Afro-American Studies 214a.

*Shelia Bland*

W Th 9:20, F 9:20-11:10

The following advanced courses in History, Literature, Criticism are limited to an enrollment of 20.

### 300a Women in Theatre

Topic for 1984-85: Women in American Theatre. Theatre as a career for women; gender awareness and sexuality as it relates to women in theatre; images of women in plays by women; feminist theatre; feminist criticism; contributions of women, as actresses, playwrights, designers, directors, and producers, to important movements.

*Helen Chinoy*

W 11:20, Th 10:20-12:10, F 11:20 at the option of the instructor

### 310b History and Theories of Acting and Directing

The following topics explored: ritual origins of theatre, the functions of ritual and theatre in society, resources of the actor, the role of the actor, the rise of the director, theories of acting and directing from Plato to Stanislavsky, Brecht, and Grotowski.

*Karen Malpede*

W F 12:50-2, Th 2:10

### 312b Theatre Criticism and Theories of the Modern Stage

Professional playgoing; writing reviews and critical essays; the role of the dramaturge and the reviewer; modern theories of the stage. Attendance at selected plays required.

*Karen Malpede*

W 11:20, Th 10:20-12:10

### 314a Masters and Movements in Drama

Topic for Fall 1984 will focus on a specific, significant figure in Afro-American drama. Same as Afro-American Studies 314a.

*Shelia Bland*

Th 9:20, F 9:20-11:10

### 314b Masters and Movements in Theatre

Topic for 1984-85: Peter Handke and Anti-Authoritarianism on the Twentieth-Century German Stage. Focus on Handke's scripts as related to plays by Weiss, Grass, Dorst, Speer, Fassbinder, Bauer, Kroetz, and Botho Strauss. The influence of Wedekind, Hasenclever, Toller, Brecht, Fleisser, Horvath, and lesser known interwar anti-fascist dramatists.

*Leonard Berkman*

Th 10:20-12:10, F 11:20 at the option of the instructor

## B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required.

### 200a, 200b Theatre Production

A studio course based on rehearsal and performance of major productions. Minimum of 30 hours of studio work in one production area per semester within the areas of direction, performance, and design. Studio hours to be arranged. General meetings on the following: F 2:10 on 9/14 and 10/12; W 2:10 on 1/30 and 3/13. One-quarter course credit; may be taken four times for credit. William Hatch, Director.

*Members of the department*

### 241a Acting I

Introduction to physical, vocal, and interpretative aspects of performance, with emphasis upon creativity, concentration, and depth of expression. L and P. Four class hours. Informal auditions may be required.

*Mark Harrison*, T Th 2:10-4

*Deborah Lubar*, W F 11:20, Th 10:20-12:10

*Christine Smith-McNamara*, two hours of stage make-up every other week, M 2:10-4

### 241b A repetition of 241a

L and P.

*John Hellweg*, Th F 12:50-3

*Deborah Lubar*, W F 11:20, Th 10:20-12:10

*Christine Smith-McNamara*, two hours of stage make-up every other week, M 2:10-4



**242a, 242b Acting II**

Application of exercises and improvisations to the performance of scenes. Six hours of class projects. L and P. Prerequisite: 241a or b.

*Deborah Lubar*

W Th F 12:50-3

**[251a Stagecraft**

A study of the construction of scenery and props for the stage. The fundamental methods and techniques of translating the design to the physical stage. Six hours of shop time required weekly. L and P. To be offered in 1985-86.]

**251b A repetition of 251a**

*William Hatch*

W 11:20, Th 10:20-12:10

**252a, 252b Scene Design I**

A study of pictorial organization for the support of action and characterization in the production of plays, with emphasis on designing the space and the decor. L and P. *William Hatch*

Th 9:20, F 9:20-11:10

**253a, 253b Stage Lighting**

The design of stage lighting and application of the principles of light, color, illumination, and electricity to the stage. Production work required. L and P.

*Kathy Perkins*

M 11:20, T 10:20-12:10, W 10:20

**254a, 254b Introduction to Costume Design**

The design elements of line, texture, color, and gesture, and application of these elements in designing characters. The history of the fashion silhouette. Introduction to production techniques. Six hours of afternoon production work per week required for one show.

*Christine Smith-McNamara*

M 11:20, T 10:20-12:10, W 10:20

**261a, 261b Writing for the Theatre**

The means and methods of the playwright and the writer for television and the cin-

ema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for production. L and P.

*261a: Leonard Berkman;*

*261b: Shelia Bland*

W 2:10-4

**262a, 262b Writing for the Theatre**

Advanced work. Prerequisite: 261a or b. L and P.

*262a: Leonard Berkman; 262b: Shelia Bland*

W 2:10-4

**[342a Acting III**

Exercises, improvisations, mask and scene work applied to the solution of specific problems in acting. Informal audition may be required. Prerequisites: 241a or b and 242a or b and P. To be offered in 1985-86. *Mark Harrison*]

**343b Acting III**

Rehearsal techniques and stylistic experimentation. Scene work from Shakespeare and modern plays. Informal audition may be required. Prerequisites: 241a or b and 242a or b and P.

*Mark Harrison*

M 2:10-4, T 12:50-3, 3:10 at option of the instructor

**344a, [344b] Directing**

The history and theory of directing and application of directing techniques in exercises and scene work. Prerequisites: one acting and one design/technical course. L and P.

*Mark Harrison*

W Th 12:50-2, F 12:50-4

**[345a], 345b Advanced Directing**

Directorial analysis of plays projected through staging and characterization; independent projects. Prerequisite: 344a or b. L and P.

*John Hellweg*

T 4:10-5, Th 3:10-5

**352a, 352b Scene Design II**

An advanced study of scene design. Prerequisite: 252a or b or P.

*William Hatch*

W F 12:50

**353a, 353b Advanced Stage Lighting**

Lighting the various forms of staging, including proscenium, thrust, arena, and dance. Studied through lecture, discussion, and the presentation and evaluation of lighting designs for specific plays. Production work required. Prerequisite: 253a or b or P.

*Kathy Perkins*

M 9:20-11:10, T 9:20

**354b Costume Design Techniques**

The integration of the design element of line, texture, color, gesture, and movement into unified production styles. Further study of the history of clothing, construction techniques, and rendering. Eight hours of afternoon production work per week. Prerequisites: 254a or b and P.

*Christine Smith-McNamara*

W 11:20, Th 10:20-12:10

**301a, 301b Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the Chair of the department. Departmental permission forms required.

**Dance** (see Dance Department also.)

**Graduate**

**Advisers:** Helen Chinoy, first semester; Leonard Berkman and John Hellweg, second semester.

**400a, 400b Research and Thesis Production Project**

*Helen Chinoy, Leonard Berkman, John Hellweg, Karen Malpede*

**401a, 401b Special Studies**

*Members of the department*

By permission of the instructor and Chair of the department, the following graduate courses are open to qualified seniors:

**412a Advanced Studies in Acting, Speech, and Movement**

*John Hellweg, Mark Harrison, Deborah Lubar*

**412b Advanced Studies in Acting, Speech and Movement**

*John Hellweg, Mark Harrison  
Deborah Lubar*

**413a, 413b Advanced Studies in Design****I. Scene Design**

*William Hatch*

**II. Lighting Design**

*Kathy Perkins*

**III. Costume Design and Cutting**

*Christine Smith-McNamara*

**IV. Technical Production**

*William Hatch*

**415a, 415b Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting**

*Leonard Berkman, Helen Chinoy, Karen Malpede, John Hellweg*

**The Major**

**Advisers:** members of the department.

**Adviser for Study Abroad:** Helen Chinoy, first semester; John Hellweg, second semester.

**Basis:** 110a and 111b.

**Requirements:** nine semester courses, including the following:

1. 110a and 111b as the basis.
2. Three courses from Division A:  
History  
Dramatic Literature  
Criticism  
(These courses are listed as 211a through 314b.)

3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or dance course (Theatre 241a or b or a studio dance course); one design or technical course (Theatre 251a or b or 252a or b or 253a or b or 254a or b); one directing, choreography, or playwriting course (Theatre 344a or b or Dance 353b, or Theatre 261a or b).
4. One additional course from either Division A or Division B. (N.B. This course requirement may be filled through four semesters of Theatre 200.)

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: Theatre 110a and 111b; Dance 151a or b; any two from Dance 171b, 272b, 273a; one from dramatic literature; one from design or technical theatre; Dance 252b, 353b, and 377a.

Students with a dance emphasis should consult with dance faculty in addition to a major adviser in the Theatre Department.

All majors are encouraged to include courses in art and music history in their programs. Other courses recommended by the department include: Classics 228a and 321a; English 218a, 218b, 229b, 240a, 343a; French 217b; Spanish and Portuguese 367a and 372a; MUSIC, GERMAN, COMPARATIVE LITERATURE 271a; Russian 236a.

## The Minor

**Advisers:** members of the department.

**Requirements:** six courses.

**Basis:** 110 and 111.

In addition to the basis: Two semester courses approved by an adviser in each of two different divisions:

- (a) History/Literature/Criticism;
- (b) Acting, Dance, Choreography, Directing, or Playwriting; and
- (c) Costume, Lighting, or Scene Design.

## Honors

**Director:** Helen Chinoy, first semester; Leonard Berkman, second semester.

### 501, 501a Thesis.

Requirements for the degree with honors:

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 15 of the second semester of the junior year. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
  - (a) a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts; or
  - (b) a creative project in acting, dance, design, direction, playwriting, choreography or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic, or other).
4. Work for a one-semester thesis or project/paper (four or eight hours credit) must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper (eight hours credit) must be done during the senior year, and the thesis or component research paper is due on April 15.

5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.



## Interdepartmental Minor in Third-World Development Studies

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### Advisers

Elizabeth Hopkins, Anthropology, Co-director  
Nola Reinhardt, Economics, Co-director  
Donna Divine, Government  
Joan Afferica, History

### Participating Faculty Members

Elizabeth Hopkins, Professor of Anthropology  
Nola Reinhardt, Assistant Professor of Economics  
Joan Afferica, Professor of History  
Susan Bourque, Professor of Government  
Donna Divine, Associate Professor of Government

†Daniel Gardner, Assistant Professor of History

\*Stephen Goldstein, Professor of Government

\*\*Robert Haddad, Professor of History

Donald Joralemon, Culpeper Fellow in Anthropology

Victoria Joralemon, Culpeper Fellow in Anthropology

Fred Lawson, Assistant Professor of Government

Frédérique Marglin, Assistant Professor of Anthropology

Walter Morris-Hale, Associate Professor of Government

Cynthia Taft Morris, Professor of Economics

Richard Parmentier, Assistant Professor of Anthropology

Karen Pfeifer, Assistant Professor of Economics

David Walker, Assistant Professor of History

\*\*Andrew Zimbalist, Professor of Economics

Third-World Development Studies is a multidisciplinary social science program that explores the transformation of Latin American, African, Middle Eastern, and Asian societies since the sixteenth century. The program offers the student the opportunity to systematically analyze processes of social, economic, political, and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history and political science while ensuring that the student has a sustained familiarity with one geographical region. Courses are drawn from the departments of Economics,

Government, History, and Sociology and Anthropology.

Requirements: six semester courses, with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration, such as Africa, the Middle East, etc.

### Anthropology

130a Introduction to Cultural Anthropology

130b A repetition of 130a

231b Africa: A Continent in Crisis

232a Political Anthropology

- 236a Economic Anthropology
- 241b Development and Threatened Cultures
- 248a Medical Anthropology
- 332b Seminar: The Dynamics of Change: Tradition and Modernization in Non-Western Societies

## Economics

- 209b Comparative Economic Systems
- 211a Economic Development
- 214b Economics of the Middle East and North Africa
- 311b Seminar: Topics in Economic Development
- 318b Seminar: Latin American Economics

See departmental listing for course requirements.

## Government

- 223b Governments and Politics of the Middle East and North Africa
- 224a Latin American Political Systems
- 225a Government and Politics of Sub-Saharan Africa
- 228b Government and Politics of China
- 231a Problems in Political Development

- [320a Seminar in Comparative Government. To be offered in 1985-86.]
- [321a Seminar in Comparative Government. To be offered in 1985-86.]
- 342b Seminar in Comparative and International Politics: European Intervention in the Middle East
- 348a Seminar in Comparative Government and International Relations: The Arab-Israeli Dispute

## History

- 208a Islamic Civilization since the Fifteenth Century
- 212b East Asia in Transformation, A.D. 900 to c. 1850
- [239b Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars]
- 240a Tradition and Change in Russian and Soviet History, 1801-1953
- 260a Hispanic America in the Colonial Period
- 261b Latin America since Independence
- 262a Mexico from Aztec Empire to Modern Republic
- [307a Seminar: Islamic Middle East]
- 361b Seminar: Spanish America

## Interdepartmental Minor in Women's Studies

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### Members of the Advisory Committee on the Study of Women for 1984-85

- Ruth Solie, Associate Professor of Music, Chair  
 Martha Ackelsberg, Associate Professor of Government  
 Johnnella Butler, Associate Professor of Afro-American Studies  
 Cathy Hofer, Assistant Professor of Education & Child Study  
 Caroline Houser, Associate Professor of Art  
 Barbara Kellum, Assistant Professor of Art  
 Frédérique Marglin, Assistant Professor of Sociology & Anthropology  
 Thalia Pandiri, Associate Professor of Classical Languages & Literatures  
 Faye Schrater, Assistant Professor of Biological Sciences  
 †Marilyn Schuster, Associate Professor of French Language & Literature  
 Catherine Smith, Assistant Professor of Theatre  
 Diedrick Snoek, Professor of Psychology  
 Elizabeth Spelman, Assistant Professor of Philosophy  
 Leanna Standish, Assistant Professor of Psychology  
 \*Susan Van Dyne, Associate Professor of English

Over 20 courses that focus on women's experience are offered each year by separate departments, including in the second semester a group of four courses that are coordinated through a lecture-discussion series on an interdepartmental theme. In addition, the Advisory Committee on the Study of Women offers advice to students considering a self-designed interdepartmental major or a Smith Scholars project.

### The Minor

**Director:** The chair of the Advisory Committee will serve as the director of the minor and will verify completion of the minor on recommendation of the student's adviser and the committee.

The goal of the interdepartmental Women's Studies minor is to demonstrate the usefulness of gender as a category of analysis. Students will develop interconnections among the fundamental questions raised by scholarship on women through a selection of courses in the humanities, social sci-

ences, and natural sciences. Because this minor is interdepartmental, a student will also gain a historical and cross-cultural perspective on women's experience through the examination of other issues, such as race, class, and cultural difference, that are central to the study of gender. A critical awareness of methodology (in the organization of knowledge and the framework for analysis) is important within each course in the minor and throughout the body of the student's work.

In consultation with an adviser from the Advisory Committee on the Study of Women, a student will choose (from a list compiled by the committee each year) six courses at the 200 level or above that focus on women's experience. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the College. Her distribution of courses should also enable a student to understand the differences in women's experience by including courses that focus on questions of race, class, and a culture other than that of the

United States. Ordinarily a student completing the minor will have participated in the interdepartmental course cluster on women's experience (offered each second semester) that enables students to understand the use of gender as a category of analysis in answering questions about women raised in different fields. With her adviser, a student electing the minor will identify the organizing questions that govern her selection of courses and the appropriate methodologies for answering these questions. In addition she will develop and review with her adviser each semester a rationale to demonstrate how her selection of courses fulfills the distribution criteria outlined here.

Each year the advisory committee will solicit the faculty to propose women-focused courses to be included in the minor and will assist faculty members in developing them. At least twice a year the committee will review established courses and proposals for new ones according to the criteria outlined in the statement of the goal of the minor. A preliminary listing of courses that may be elected by students for the minor during 1984-85 is as follows:

[AAS/HST 217a	History of Afro-American Women and the Feminist Movement <i>John Walter]</i>	ANT/REL 243b	Symbolic Reality of Woman: Hindu and Western <i>Jean Higgins, Frédérique Marglin</i>
AAS/PHI 240a	Philosophy and Women <i>Johnnella Butler, Elizabeth Spelman</i>	ANT 244b	Cross-Cultural Construction of Gender <i>Frédérique Marglin</i>
AAS 348b	The Literature of the Black Woman <i>Johnnella Butler</i>	CLT 222b	Women Writing: Twentieth-Century Fiction <i>Ann Jones, Marilyn Schuster</i>
AAS 326b	The Socio-Cultural Development of the Afro-American Woman	ECO 222b	Women's Labor and the Economy <i>Susan Carter</i>
		ENG 346b	Feminist Literary Theory: Texts and Contexts <i>Susan Van Dyne</i>
		FRN 315a	French Literature of the Middle Ages: <i>Reines et fées</i> <i>Anne Paupert</i>
		HST 383b	The Reform Impulse, 1848-1920 <i>Mary-Elizabeth Murdock</i>
		PHI 305b	Topics in Feminist Theory: Gender and Human Identity <i>Elizabeth Spelman</i>
		PSY 243a	Adult Development <i>Diedrick Snoek</i>
		PSY 276b	The Psychology of Women
		SOC 220a	Women and Work <i>Martha Fowlkes</i>
		THE 300a	Women in American Theatre <i>Helen Chinoy</i>



## Inter- and Extra-Departmental Course Offerings

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### Professor of General Literature

David Ball, Lic. ès L., Docteur en Littérature Générale et Comparée: Director, second semester

### Associate Professor of General Literature

Elizabeth Harries, Ph.D.; Director, first semester

### Lecturer in General Literature

Susan Skulsky, M.A.

### Assistant in the Social Sciences

Molly Jahnige Robinson, M.A.

### Archaeology

See listing in Courses of Study section.

### Chinese

See listing in Courses of Study section.

### COMPARATIVE LITERATURE/SPANISH AND PORTUGUESE/JAPANESE 350a

#### Poetic Sequences East and West

A study of poetic sequences in Europe and Japan in pre-modern and modern times.

The course will examine the strategies of form and content that define such sequences as Dante's *Vita Nuova*, Ronsard's *Sonnets pour Hélène*, Gongora's *Soledades*, García Lorca's *Poeta en Nueva York*, T. S. Eliot's *Four Quartets*, *The Diary of Izumi Shikibu*, and renga and haikai sequences of Shikei, Basho and others. To be offered in the first semester of alternate years.

*Alice Clemente, Esperanza Ramirez-Christensen*

T 4:40, Th 3:10-5

### GENERAL LITERATURE 291 A Survey of Selected Literary Masterpieces from Homer to Tolstoy

Lec. W 2:10; sect. M T W 8:20, Kenneth Connelly (English), first semester; M 9:20-11:10, T 9:20, Steven Berrien (English), second semester; T 10:20-12, W 10:20, Ann Jones (Comparative Literature); T 2:10-4, Th 2:10, Elizabeth Harries (English), first

semester; M T 9:20, W 3:10, Joan Bramwell (English), second semester; M T Th 1:10, Thalia Pandiri (Classics); W Th F 9:20, Richard Millington (English); W F 1:10, Th 2:10, Ronald Macdonald (English); W Th F 11:20, Ann Philbrick (French), first semester; David Ball (French), second semester; W 3:10, Th F 8:20, Susan Skulsky (General Literature). Elizabeth Harries, Director, first semester; David Ball, Director, second semester.

### [HISTORY AND GOVERNMENT 274b Women's Experience in Nineteenth- and Twentieth- Century America

An interdisciplinary examination of major themes in women's experience in the United States. Combines the materials and approaches of history and political science to identify the major intellectual issues in women's changing roles and patterns of participation in American society. Prerequisite: one semester of American history.

*Jill Conway (History), Susan Bourque (Government)]*

### HISTORY AND LITERATURE 288b History and Literature of the Two Germanies: 1945 to the Present

De-nazification and "re-education"; comparative politics and institutions in the German Democratic Republic (GDR) and the Federal Republic of Germany (FRG);

comparative literary trends; confrontation with the German legacy vs. Socialist Realism and the view of the future; popular culture in the East and West: drama, film, the press.

*Gertraud Gutzmann (German)*

W F 1:10, Th 2:10

**HISTORY AND LITERATURE 294a Literature and Politics of England, 1660-1714**

Reading in the political history and literature of Restoration England from the accession of Charles II to the death of Queen Anne. Two lectures and one discussion a week. Open to freshmen by permission of the instructors.

*Frank Ellis (English), Howard Nenner (History)*

W Th 9:20, F 9:20-11:10

**[HISTORY AND MUSIC 326a Patronage of the Arts in Renaissance and Early Modern Europe**

An interdisciplinary seminar on the role of music and the status of musicians at the princely courts of the later Middle Ages and the Renaissance, and on the effect of the Protestant and Catholic Reformations on church music. Attention to the relation between musicians and their patrons and to changes in the social and economic status of artists from the early fifteenth to the early seventeenth century. Prerequisite: one course in European history between 1400 and 1600 at the college level. A knowledge of musical notation and theory, while helpful, is not required. To be offered in 1985-86. (E)

*Richard Sherr (Music),*

*Joachim Stieber (History)]*

**HISTORY OF THE SCIENCES**

See listing in Courses of Study section.

**Japanese**

See listing in Courses of Study section.

**[MUSIC, GERMAN, COMPARATIVE LITERATURE 271a Richard Wagner**

An interdisciplinary study of Wagner as musician, poet, and theoretician against the background of European musical, literary,

and intellectual history. Attention to Wagner's impact on aesthetics of modern literature and music. Works to be studied: *Tannhäuser*, *Tristan und Isolde*, *Der Ring des Nibelungen*. Selected readings in English. A reading knowledge of music is recommended. To be offered in 1986-87. *Hans Vaget (German), Peter Bloom (Music)]*

**[MUSIC, FRENCH, COMPARATIVE LITERATURE 335b Poetry and Music of the Troubadours**

Introduction to the lyric poems of the troubadours, to their melodies, and to the cultural setting in which they were composed. Detailed study of selected texts and consideration of questions of performance practice. A reading knowledge of a Romance language and of musical notation is highly recommended. If the course is to be counted toward the major, the following prerequisites apply: in Music, 220a or permission of the instructors; in French, one literature course in the department or permission of the instructors.

*Paul Evans (Music)]*

**PEACE AND WAR STUDIES 200b Peace and War in the Nuclear Age: An Interdisciplinary Approach**

An inquiry into the nature and causes of contemporary war and the conditions of peace from a series of disciplinary approaches. Examination of the empirical foundations and consequences of war from the perspectives of the natural and social sciences. Not open to freshmen. (E) *John Bethyon (Religion), Fletcher Blanchard (Psychology), Thomas Derr (Religion), Maurice Isserman (History), Malgorzata Pfabé (Physics), Stylianos Scordilis (Biological Sciences), Peter Rowe (Government), Director*

W Th 9:20, F 9:20-11:10

**PHILOSOPHY AND PSYCHOLOGY**

**221b Language**

Consideration of the following aspects of human language: its evolution and uniqueness among animal communication systems, the innateness controversy and

language acquisition, the psychological reality of linguistic structures, language-processing models, and the representation of language in the brain.

*Jill de Villiers (Philosophy and Psychology)*  
M 9:20-11:10, T 9:20

**[RELIGION AND SOCIOLOGY 261a Religion, Science, and Technology]**

An interdisciplinary examination of the intellectual and institutional relations among religion, science, and technology. Includes a review of theories of symbolization and the role of symbols in the organization of human institutions; an analysis and comparison of the symbolic structures of religion, science, and technology; and study of the socio-historical and theoretical connection between specific religious orientations and the development of science. Special attention to the way in which Western and Eastern religious traditions have influenced the development of science in their

respective cultures. Enrollment limited to seniors and juniors, sophomores by permission. To be offered in 1985-86. (E) *Sten Stenson (Religion)*, *Arthur Parsons (Sociology)*

**SOCIAL SCIENCE 190a Introduction to Statistics for Social Scientists**

The fundamental problems in summarizing, interpreting, and analyzing empirical data. Attention to descriptive statistics and statistical inference, including hypothesis testing. Topics include elementary sampling, data collection and probability, sampling distributions, association, correlation, and regression *Richard Sobel (Government)*

M T 12:50-2; lab T 3:10-5, W 1:10-3, Th 10:20-12:10, 3:10-5

**SOCIAL SCIENCE 190b A repetition of 190a**  
*Sinan Koont (Economics)*

M T W 8:20; lab W 10:20-12:10, 1:10-3, Th 10:20-12:10, 3:10-5

## Five College Course Offerings by Five College Faculty

**Joseph Brodsky**, Five College Professor of Literature (at Mount Holyoke College under the Five College Program)

**Second Semester:**

Mount Holyoke: English 245s. **Lyrical Poetry.** Study, based on close analysis of texts, of the works of Thomas Hardy, W. H. Auden, Robert Frost, Constantine Cavafy, R. M. Rilke, and others. Requirements include two 10-page papers and memorization of approximately 1,000 lines from the above authors' works. Enrollment limited to 30. Not open to freshmen.

Hampshire: HA 332. **Lyrical Poetry of Imperial Rome.** Exploration of the interplay between poetry and temporal authority

through reading and interpretation of selected works by Virgil, Ovid, Catullus and Horace (in translation). To be supplemented by texts from Tacitus, Sallust, Suetonius, as well as from Polybius and Gibbon. Prerequisites: one poetry course and one course in classical history. T Th 4-6

**John J. Conway**, Five College Professor of Canadian History (at the University of Massachusetts under the Five College Program)

**First Semester:**

UMass: History 597C. **Canadian and American Political Theory in Historical Perspective.** In North America in the eighteenth and nineteenth centuries, British political



theory separated into its whig and tory components: the whig finding its fullest expression in the United States, the tory in Canada. As a result, one country is a republic, the other a constitutional monarchy, one congressional, the other parliamentary. Both claim to be democracies. The seminar examines this thesis, together with the origins and some of the consequences of Canadian toryism and American liberalism.

**Sandra L. Graham**, Assistant Professor of Latin American History (at Mount Holyoke College under the Five College Program)

First Semester:

Hampshire: SS 291. (Mount Holyoke: History 287.) **Inventing the New World: Colonial Brazil and Mexico.** The New World was not discovered, but invented. From the conflict among Europeans, Indians, and Africans as each sought to impose or retain distinct aspirations and habits, new societies were gradually forged. Examining materials such as the letters of Cortés and missionary journals, Aztec poetry, and patterns of slave families, we will contrast the meanings of conquest and settlement in Brazil and Mexico. T Th 1:30-3 at Hampshire College.

UMass: History 359. Lecture and Discussion. **Control and Resistance: Slavery in Nineteenth-Century Brazil.** An introduction to Brazilian social history through an investigation of the particular institution of slavery and its connections to the patterns and practices of daily life in cities and on plantations. We will consider the legal and cultural assumptions by which owners sought to control slaves, as well as the ways by which slaves, singly and collectively, resisted their efforts. We will examine evidence on the slave trade and consider the distinct regional meanings of abolition. Sources include translated primary materials and several monographs. Students will write a final paper as well as short class exercises. T Th 9:30-10:45 a.m. 731 Herter Hall.

Second Semester:

Amherst: History 76 . Lecture and Discussion. **Colonial Brazil: The Contact of Cultures.** What became Brazil, Portugal's colony in the New World, emerged from the particular contact between Portuguese settlers, Indians, and Africans and the partial cultures each stubbornly sought to impose or retain. We will examine their contact—and conflict—and its transformation over three centuries from discovery to independence. Discussion will be based on a critical reading of both primary materials and recent scholarly interpretations. No prerequisites. T Th 10.

Mount Holyoke: History 387s. **Slavery in the City: Nineteenth-Century Brazil.** A research seminar that investigates the varied and pervasive presence of slaves in city life. City dwellers relied on slave women and men to labor as domestic servants, street vendors, stevedores, or factory or construction workers. In turn, city slums, *carnaval*, epidemic disease, and the approach of abolition contributed to the shaping of slave experience. Through such primary materials as wills, slave law, household census lists, letters of manumission, travelers' accounts, the *Rio News*, contemporary novels, private correspondence, and photographs, we will reconstruct the working and family lives of urban slaves. In that task, we will critically consider methods of social history. (Period I.)

**W. Anthony K. Lake**, Five College Professor in International Relations (at Mount Holyoke College under the Five College Program)

First Semester:

Hampshire: SS 295. **America and the Third World.** An examination of alternative views of the Third World and possible American policy approaches toward it, covering such issues as human rights and containment; trade, debt, and investment; energy; food; population growth; refugees; women and development; and foreign assistance strategies. Economic issues will be addressed



from a policy rather than theoretical perspective, suitable for non-economists. Lectures and discussions.

Mount Holyoke: International Relations 273. **Case Studies in American Foreign Policy.** An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, Hiroshima, and SALT II. In each case, policy issues and the bureaucratic and political pressures that framed the issues are examined. Enrollment limited.

#### Second Semester:

Mount Holyoke: International Relations 300. **The Vietnam War.** The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

Smith: Government 247b. **Case Studies in American Foreign Policy.** A detailed examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam wars, the Suez Crisis, the Bay of Pigs and the Cuban Missile Crisis, SALT I and SALT II, and U.S. policy toward Southern Africa. In each case, the course analyzes the events and substantive choices facing policymakers, the bureaucratic and political contexts in which they acted, and the general foreign-policy views they brought to bear on these decisions. Each case study provides a basis for discussion of bureaucratic behavior relations between the Executive Branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press. Unlimited enrollment.

**Aida Nawar**, Lecturer in Arabic (at Amherst College under the Five College Program)

#### First Semester:

UMass: Arabic 126, 146. **Elementary Arabic I.** 6 cr Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard Arabic language; reading, writing, and speaking; some elements of colloquial speech. Texts: *Elementary Modern Standard Arabic I*. Daily written assignments and recitations; frequent quizzes and exams; final. Arabic 126 or consent of instructor required for Arabic 146. Hours to be arranged.

#### Second Semester:

Amherst: same as UMass Arabic 126, 146.

**Pearl Primus**, Five College Professor of Ethnic Studies (at Smith College and the University of Massachusetts under the Five College Program)

#### First Semester:

Smith: Dance 369a. **Cultural Enrichment through Ethnic Dance.** A brief survey of culture traits and values as expressed in the dance. It will also focus on the cultural sources that influenced the Pearl Primus dance and performing techniques. Study will culminate in the presentation of a concert with lecture. M 2:10-5, W 3:10-4:10.

#### Second Semester:

UMass: course to be announced.

**James McLendon**, Assistant Professor of Anthropology (at Amherst College under the Five College Program)

#### First Semester:

Hampshire: SS 296. **Japan: Tradition, Adaptation and Transformation.** A close study of those "traditional" values and structures that have been most significant in Japan's growth during the last century into a major economic power. Emphasis will be upon issues of "fit" and "adaptation" of traditional elements to the demands of "modern" society and industrialization. A variety of approaches will be pursued. While historical data will be employed, the orientation will be analytical and interpretive, and

the focus will be upon Japan today. The aim will be to gain some grasp of the part that traditional sociocultural, political, and economic frameworks have played in the development of the modern Japanese state and economy, and the way in which they continue to shape the nation's conduct, both domestically and internationally. At the same time, attention will be directed to the transformations wrought upon basic values and structures by complex social changes and the intrusion of a new international environment upon Japan's traditional order. Active participation in class discussions, one short paper and one long paper, and regular attendance are expected. Two sessions (one and one-half hour each) per week.

Smith: Sociology 225a. **Japanese Society and Culture.** Modern Japan will be studied through examination of features central to its emergence and functioning as an "advanced" nation. A brief review of the historical background and a broad overview of Japan today will set the stage for concentrated study of fundamental cultural patterns, social structure, rural and urban life, work and other types of organizations, politics and policymaking, economic structure and business activities, and relations with other nations. Prerequisite: Sociology 101a or b.

Second Semester:

Amherst: Anthropology 38. **Japanese Political Economy.** This course examines Japan's economic development with attention to sociocultural and political factors that have been significant in Japan's impressive post-war economic performance. While focus is on recent events, historical perspectives will be introduced where appropriate. Economic givens, institutional and technological innovations, industrial organization, the relationship between the government and the economy at the level of concrete institutional interaction, the economic policy process, and the relevance of traditional structures and values to Japan's "modern" political economy will be areas of special concern.

UMass: Anthropology 597. **Comparative Organizations: Japan.** An examination of organizations in formal terms and in the context of their social and cultural milieu aimed at understanding Japanese business, governmental, and other organizations as well as those in other "developed" regions of the world (Europe and America). Permission of instructor required for undergraduates.

**J. Michael Rhodes**, Associate Professor of Analytical Geochemistry (at the University of Massachusetts under the Five College Program)

First Semester:

UMass: Geology 590B. **Analytical Geochemistry.** A review of modern analytical techniques that are widely used for the analysis of major and trace elements in geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these analytical techniques, the sources of error associated with each, and the role that they play in analytical geochemistry. Prerequisite: Petrology or Introductory Geochemistry recommended.

Second Semester:

UMass: Geology 512. **X-Ray Fluorescence Analysis.** Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended.

UMass:\* Geology 591V. **Volcanology.** A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events.

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\*Institutional location of class may be changed, depending on enrollment.

Case studies of individual volcanoes presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of volcanism covered through an overview of the volcano-tectonic evolution of Western North America, placing volcanism in that region in a plate tectonic and historical perspective. Prerequisite: Petrology advised.

**Peggy Schwartz**, Visiting Assistant Professor of Dance (at Hampshire College under the Five College Program)

First Semester:

Hampshire: H&A 263. **Introduction to Dance and Movement Education in Primary and Secondary Schools.** Course work will include developing curricula in dance and movement for primary and secondary school settings. Through readings, visits to area schools, films and videos, and teaching experiences, students will begin to learn the art of teaching dance and movement. Admission to course by interview and permission of instructor.

UMass: Dance 252. **Intermediate Composition.** Continued study of the principles and elements of choreography. Emphasis is on formal aspects of choreography (phrasing, sequencing, blocking, development of movement material). Course work will include many short dance studies, solos, duets, trios and small groups as well as a final dance project. Continued work with group improvisation. Required attendance at and critical analysis of selected dance performances.

Second Semester:

Courses to be announced.

**Dennis T. Yasutomo**, Assistant Professor of Government (at Smith College under the Five College Program)

First Semester:

Amherst: Political Science 39. **Japan: Politics and Society.** This course will examine political institutions and policymaking processes in contemporary Japan. Particular attention will be given to political culture and economy, issues in political participation and electoral behavior, and party recruitment. It will also raise questions concerning the widely assumed uniqueness of Japanese political behavior and, especially, decision-making style. The course will also consider the suitability of power elite and pluralist approaches for understanding the workings of the political system. Specific institutions that will be covered include parties, the bureaucracy, the Diet, major interest groups and citizens' movements.

UMass: Political Science 334. **Government and Politics of Japan.** An introduction to Japanese political institutions and policymaking processes. The course will concentrate on political parties and the electoral process, the cabinet and the Diet, the bureaucracy, interest groups, local politics and issues in foreign policy.

Second Semester:

Smith: Government 226b. **Government and Politics of Japan.** The development and functioning of the Japanese political system. Particular attention will be given to the interaction between domestic and foreign policy.

UMass: Political Science 358. **International Relations of Asia.**



## International Relations Certificate Program

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics.
2. Global institutions or problems.
3. The international financial and/or commercial system.
4. A modern (post-1815) history course relevant to the development of international systems.
5. Contemporary American foreign policy.
6. A contemporary foreign language up to a proficiency level of the second year of college.
7. Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a Third-World country.

A complete list of the Five College courses for each of the seven requirements is available from the Office of the Dean of the Faculty, the advisers listed below, and the Five College Center.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: William Taubman.

Hampshire College: Frank Holmquist.

Mount Holyoke College: Vincent Ferraro.

Smith College: Charles Robertson.

UMass: Stephen Pelz, History; Eric Einhorn, Political Science.

Further information can be obtained from Vincent Ferraro at Mount Holyoke.



## Academic Rules and Procedures

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### Requirements for the Degree

The requirements for the Bachelor of Arts degree from Smith College are the completion to a specified standard of 32 semester courses of academic work (128 semester hours): nine to 12 of these courses must be chosen to satisfy the requisites of the major field; 16 courses must be outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 (C) in all academic work and a minimum average of 2.0 (C) in the senior year.

Candidates for the degree must complete at least two years of academic work, normally 64 semester hours of credit, in residence at Smith College in Northampton; one of these must be either the junior or senior year.

Each student is expected to be familiar with all regulations governing the curriculum and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

### Election of Courses

#### Semester Course Load Options

The normal course load is four full courses taken in each of eight semesters at Smith. Only with the approval of the Administrative Board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course load in any semester is three full courses (12 semester course credits) taken for regular letter grades.

The option to take less than the normal four-course program in a semester is limited by the following restrictions:

A student studying in a Smith College Junior Year Abroad Program is required to carry a course load of at least 32 credit hours for the academic year.

Introductory-level courses in performance in the Department of Dance, Department of Music, and Department of Exercise and Sport Studies, which are counted as quarter or half-courses, *must be taken above a regular four-course program each semester.*

Advanced Placement credit or summer school credit may be used to supplement a minimum three-course load or to make up a shortage of hours. See Academic Credit, p. 294.

## Admission to Courses

**Permissions.** Admission to certain courses as indicated in the course descriptions requires permission of the instructor.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the Chair of the department in which the course is offered.

Permission by petition to the Administrative Board is required to enter or drop a year course at midyear. The petition must be submitted to the instructor of the course and the Chair of the department concerned before it is filed with the Class Dean.

**Seminars.** Seminars are open, by permission of the instructor, to juniors and seniors only. Seminars are limited to 12 undergraduate students. If graduate students are admitted, the seminar may total 14 students. Seminars conducted by more than one faculty member may include up to a total of 16 graduate and undergraduate students. If enrollment exceeds this number, the instructor will select the best qualified candidates.

**Special Studies.** Permission of the instructor and the Chair of the department concerned is required for the election of Special Studies. Special Studies are normally open only to qualified juniors and seniors.

**Student-Initiated Courses.** Student-initiated courses for credit may be proposed by sophomores, juniors, and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. At least 10, but no more than 15, students must enroll in the course. The procedures for initiating such a course are available in College Hall 27. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester or November 1 for the second semester.

**Auditing.** A matriculated student may audit a course on a regular or occasional basis if space is available and the permission of the instructor is obtained.

**Auditing by Non-matriculated Students.** A non-matriculated student who wishes to audit a course may do so with the permission of the instructor and upon payment of a fee of \$10 per lecture course (\$75 for performance and language courses). Studio art courses are not open to non-matriculated students.

## Changes in Course Registration

*During the first 10 class days* (up to Friday, September 21, in the first semester, and Friday, February 8, in the second semester) a student may *drop or enter* a course with the approval of the adviser.

After the first 10 class days:

- A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester with the permission of the instructor, the adviser, and the Class Dean.
- B. A student may *drop* a course up to 20 class days before the last day of classes (Tuesday, November 13, in the first semester, and Friday, April 5, in the second semester):
  - (1) after consultation with the instructor;
  - (2) with the approval of the adviser and the Class Dean; and
  - (3) provided that at least three other courses are being carried for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

A course dropped prior to the last 20 days will not appear on the student's permanent record.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin boards at the beginning of each semester.

#### **Fines for Late Registration and Late Course Changes.**

- A. A student who has not registered for courses by the end of the first 10 class days of a semester will be fined \$25 payable at the time of registration. If she has not completed registration by the end of six weeks, she will be required to withdraw.
- B. If a student is permitted to make a course change after the published deadlines, she will be charged \$5 for each change, the fine to be paid before the change is made.

#### **Five College Course Enrollments**

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester, a period which occurs at least six weeks prior to the beginning of the semester. Current catalogues of the other institutions are available at the Loan Desk in Neilson Library, in the Class Deans' Office, the Office of the Registrar.

and the houses. Free bus transportation to and from the institution is available for Five College students.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on p. 285 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms and approvals apply to Five College courses and cooperative courses.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines, and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including expected dates of examinations and final grades. Regulations governing changes in enrollment in Five College courses are posted on the official bulletin boards at the beginning of each semester. Inquiries should be addressed to the Registrar at the appropriate institution.

## Academic Credit

### Grading

Grades are recorded by the Registrar at the end of each semester. Grade reports, with a copy for parents, are sent to each student in February and June.

The grades at Smith indicate the following:

A	(4.0): excellent	D+	(1.3)
A-	(3.7)	D	(1.0): poor
B+	(3.3)	D-	(0.7)
B	(3.0): good	E	(0.0): failure
B-	(2.7)		
C+	(2.3)	S:	satisfactory (C- or better)
C	(2.0): fair	U:	unsatisfactory
C-	(1.7)		

**Satisfactory/Unsatisfactory Option.** A course may be taken for a Satisfactory (C- or better)/Unsatisfactory grade, providing that:

- (1) the instructor approves the option;
- (2) the student declares the grading option by the end of the fourth week of classes (Friday, October 5, in the first semester, and Friday, February 22, in the second semester); and



- (3) the student is carrying three courses for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the Satisfactory/Unsatisfactory grading option for one course out of every eight which she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester.)

Within the 32 semester courses required for the degree, a maximum of four courses (Smith or other Five College) may be taken for credit with the Satisfactory/Unsatisfactory grading option. No more than one course (Smith or other Five College) may be taken for credit with the Satisfactory/Unsatisfactory or Pass/Fail grading option in any one semester. Some departments will not approve the Satisfactory/Unsatisfactory grading option for courses counting toward the major.

### **Advanced Placement**

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight semester hours of college credit are recorded for a score of 4 or 5 on an Advanced Placement Examination (except for the Mathematics AB examination for which four hours of credit are recorded). No more than eight semester hours credit will be granted in any one department.

Students who complete courses which cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit towards the degree requirements. The individual departments will determine what courses cover the same material.

Advanced Placement credit may be used to allow a student to carry the minimum three-course load after the first semester of the freshman year, or to make up a shortage of hours, or with the approval of the Administrative Board, to undertake an accelerated course program. A maximum of one year (32 semester hours) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more semester hours of Advanced Placement credit may apply for sophomore standing after completion of the first semester's work.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements.

Advanced Placement credit may be used to count towards the 16 courses outside the major.

**Summer School Credit**

Up to a maximum of 12 hours of credit earned in approved summer school courses may be counted for the degree. With the approval of the Administrative Board, the credit may be used to allow students to carry the minimum three-course load, or to make up a shortage of hours, or to undertake an accelerated course program.

**Shortage of Hours**

A shortage of hours incurred through failure or by dropping a course may be made up by an equivalent amount of work carried above the normal four-course program, or with Advanced Placement credit, or with approved summer school courses that have been accepted for credit toward the Smith College degree.

A student enters her senior year after completion of a minimum of six semesters and attainment of 24 semester courses (96 hours) of Smith College or approved transfer credit.

**Interterm Credit**

No course credit is given for work done during the interterm period, at Smith or elsewhere.

**Repeating Courses**

Normally courses may not be repeated for credit unless previously failed. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department.

**Academic Standing**

A student is in good academic standing so long as she is matriculated at Smith and is considered by the Administrative Board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

**Academic Probation**

A student whose academic record is below 2.0 (C) level, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her parents, and her academic adviser. Instructors of a student on probation are asked to make academic reports to the Deans' offices during the period of probation. The Administrative Board will review a student's record at the end of the following semester to determine whatever action is appropriate. The Administrative Board may require such a student to change her course program, to complete summer study, or to withdraw from the College.

**Standards for Satisfactory Progress**

A student is not making satisfactory progress toward the degree if (1) she remains on academic probation for more than two consecutive semesters, (2) her record indicates more than an eight-hour shortage for more than two consecutive semesters, or (3) her cumulative record falls below 2.0 (C).

**Separation from the College**

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the College upon the recommendation of this action to the President by the Administrative Board, the Honor Board, or the Judicial Board. Any student who has not registered for courses by the end of the sixth week of the semester will be withdrawn from College. There will be no refund for tuition or room rent.

**The Age of Majority**

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The College normally communicates directly with students in matters concerning grades, academic credit, and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the College to notify both the student and her parents in writing of probationary status, dismissal, and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the Registrar of the College in writing, with supporting evidence satisfactory to the College, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally College policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

**Leaves, Withdrawal, and Readmission****Absence from the Campus**

A student who is absent from College for more than six weeks in any semester in which she is registered may not receive credit for the work of that semester.



**Leaves of Absence**

A student in good standing who wishes to be away from the College for personal reasons, or to attend another college or university, may take a leave of absence for a first semester or for a full academic year. A request for a leave of absence must be filed with the student's Class Dean before March 15 of the year preceding the leave. A student who decides after March 15 and prior to May 15 to be away for the succeeding year or semester may request a leave of absence but will forfeit her room deposit fee (\$200).

A student in good standing who wishes to complete her senior year at another undergraduate institution must petition the Administrative Board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

**Mandatory Medical Leave**

The College may require the withdrawal of any student who, in the opinion of the College Physician or Coordinator of the Counseling Service, has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community or which illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

**Withdrawal and Readmission**

A student who plans to withdraw from the College should notify her Class Dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded.

A student who has withdrawn from Smith College may apply to the Registrar for readmission. Application for readmission in September should be sent to the Registrar before March 1; for readmission in January, before December 1. The Administrative Board acts upon all requests for readmission.

In general, students who have withdrawn from college at the end of the first semester will be permitted to return only at the beginning of the second semester of a subsequent year.



## The Athletic Program

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Lawrence A. Fink, Ed.D., Professor of Education and Child Study and Director of Athletics  
 Linda S. Moulton, M.S., Associate Director for Intercollegiate and Intramural Athletics  
 Marjorie Ann King, M.S., Athletic Trainer

### Coaches

James Babyak, M.A., Coach of Basketball and Soccer

Kim G. Bierwert, B.A., Coach of Swimming and Diving

Jacqueline Schmidt Blei, M.S., Coach of Field Hockey and Lacrosse

Christine Jane Davis, M.S., Coach of Tennis

Gene Goldstein, D.M.D., Coach of Squash

Suzanne Gray-Mieczkowski, M.Ed., Coach of Riding

Mary Jane Grinaker, B.S., Coach of Cross Country and Track and Field

Kathryn E. Keeler, B.A., Coach of Crew

Bonnie Stewart May, M.S., Coach of Softball and Volleyball

John M. Parsons, M.D., Coach of Skiing

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### Staff

Anne Abbott, M.P.E., Assistant Athletic Trainer

The Athletic Program offers opportunities for athletic participation to all students of the College, both at the intercollegiate and intramural levels. Students interested in athletic instruction should consult the Exercise and Sport Studies Department, p.167.

Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries concerning intercollegiate athletics and the intramural program should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, Massachusetts 01063.

### A. Intercollegiate Athletics

The emphasis of the intercollegiate program is on the pursuit of athletic excellence and the enjoyment of competition

with other highly skilled players. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC), although the College's schedules include many contests with Division I and Division II institutions.

In 1984-85, the College will field the following intercollegiate teams:

**Basketball.** Season: November-March. Practice hours: M T W Th F 4-6. James Babyak.

**Crew.** Season: September-May. Practice hours: M T W Th F 3:30-6. Kathryn E. Keeler.

**Cross Country.** Season: September-November. Practice hours: M T W Th 4-6, F 3-4:30. Mary Jane Grinaker.

**Field Hockey.** Season: September-November. Practice hours: M T W Th 4-6, F 3-5. Jacqueline Schmidt Blei.

**Gymnastics.** Season: October-March. Practice hours: To be arranged.

**Lacrosse.** Season: February-May. Practice hours: M T W Th 4-6, F 3-5. Jacqueline Schmidt Blei.

**Riding.** Season: September-December, February-May. Practice hours: To be arranged. Suzanne Gray-Mieczkowski.

**Skiing.** Season: January-March. Practice hours: To be arranged. John M. Parsons.

**Soccer.** Season: September-November. Practice hours: M T W Th F 4-6. James Babyak.

**Softball.** Season: March-May. Practice hours: M T W Th 4-6, F 3:30-5:30. Bonnie Stewart May.

**Squash.** Season: November-March. Practice hours: M T W Th 4:30-6, F 3:30-5. Gene Goldstein.

**Swimming and Diving.** Season: September-March. Practice hours for swimming: M T W Th F 3-5; practice hours for diving: M T W Th 5:45-7:30, F 1-3. Kim G. Bierwert.

**Tennis.** Season: September-October. February-April. Practice hours: M T W Th 4-6, F 3-5. Christine Jane Davis.

**Track and Field.** Season: October-December, pre-season conditioning; technique and strength work. January-May, indoor/outdoor competition. Practice hours: October-December, three days per week to be arranged. January-May M T W Th F 4-6. Mary Jane Grinaker.

**Volleyball.** Season: September-November. Practice hours: M T W Th 4-6, F 3:30-5:30. Bonnie Stewart May.

## B. Intramural Athletics

The intramural program is for all students who want to participate in a competitive program that is recreational but who do not want to make the commitment of time and effort required by varsity athletics. The focus of the intramural program is on inter-house competition. The 34 houses vie with friendly rivalry for tournament championships in badminton, basketball, field hockey, paddle tennis, soccer, softball, squash, swimming, tennis, and volleyball, and in special events such as a Novice Crew Regatta, Head of the Paradise, Campus Run, and Open Doubles Tennis Tournament. In addition, there is a synchronized swimming club, "Lifeguards," which practices all year and gives water shows each spring.

## Directory

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---

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Term expires 1985

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Term expires 1985

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Term expires 1989

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Term expires 1989

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Term expires 1989

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Term expires 1985

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Term expires 1986

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Summit, New Jersey  
Term expires 1986

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Term expires 1988

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New York, New York  
Term expires 1989

---

**Mary E. McDougale**, A.M., *Secretary*  
Northampton

## Faculty

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Ed.D., L.H.D.  
*President and Sophia Smith Professor*  
B.A. University of Sydney, Ph.D.  
Harvard University.

**Thomas Corwin Mendenhall**, B.Litt., Ph.D.,  
LL.D., L.H.D.  
*President Emeritus and Professor Emeritus*  
*of History* (1975)

**Laura Woolsey Lord Soales**, B.L., L.H.D.,  
Litt.D.  
*Warden Emeritus* (1944)

**Vera A. Sickels**, A.M.  
*Professor Emeritus of Speech* (1953)

**Miguel Zapata y Torres**, Ph.D.  
*Associate Professor Emeritus of Spanish*  
*Language and Literature* (1957)

**Benjamin Martin Shaub**, Ph.D.  
*Associate Professor Emeritus of Geology*  
*and Geography* (1958)

**Margaret Alexander Marsh**, A.M.  
*Professor Emeritus of Sociology and*  
*Anthropology* (1959)

**Frances Campbell McInnes**, A.M., M.D.  
*Associate Physician Emeritus* (1960)

**Ruth Lee Kennedy**, Ph.D.  
*Professor Emeritus of Spanish Language*  
*and Literature* (1961) and *Sophia Smith*  
*Fellow*

**Elisabeth Koffka**, Ph.D.  
*Professor Emeritus of History* (1961)

**Catherine A. Pastuhova**, Ph.D.  
*Associate Professor Emeritus of Russian*  
*Language and Literature* (1961)

**Jeanne Seigneur Guiet**, M.A.  
*Assistant Professor Emeritus of French*  
*Language and Literature* (1961)

**Nora May Mohler**, Ph.D., Sc.D. (Hon.)  
*Professor Emeritus of Physics* (1962)

**Katherine Gee Hornbeak**, Ph.D.  
*Professor Emeritus of English Language*  
*and Literature* (1962)

**Edith Burnett**, B.S.  
*Associate Professor Emeritus of Theatre and*  
*Speech* (1962)

**Katherine Reding Whitmore**, D.Lit.  
(Madrid)  
*Professor Emeritus of Spanish Language*  
*and Literature* (1963)



- Bianca del Vecchio**, Diploma di Magistero  
*Professor Emeritus of Music* (1963)
- Michele Francesco Cantarella**, A.M.  
*Professor Emeritus of Italian Language and Literature* (1964)
- Edna Rees Williams**, Ph.D.  
*Professor Emeritus of English Language and Literature* (1964) and *Sophia Smith Fellow*
- Ida Deck Haigh**  
*Associate Professor Emeritus of Music* (1964)
- Mary Elizabeth Mensel**, A.B.  
*Director Emeritus of Scholarships and Student Aid* (1964)
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*College Archivist Emeritus* (1965)
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*Professor Emeritus of Religion and Biblical Literature* (1966)
- Marion DeRonde**, A.B.  
*Professor Emeritus of Music* (1966)
- John Woods Duke**  
*Professor Emeritus of Music* (1967)
- Elizabeth Sanders Hobbs**, Sc.D.  
*Professor Emeritus in the Biological Sciences* (1967)
- Kenneth E. Wright**, Ph.D.  
*Professor Emeritus in the Biological Sciences* (1967)
- Henry-Russell Hitchcock**, A.M., D.F.A. (Hon.)  
*Professor Emeritus of Art* (1968)
- Lois Evelyn Te Winkel**, Ph.D.  
*Professor Emeritus in the Biological Sciences* (1968)
- Esther Carpenter**, Ph.D., D.Sc. (Hon.)  
*Professor Emeritus in the Biological Sciences* (1968)
- Jean Strachan Wilson**, Ph.D.  
*Professor Emeritus of History* (1968)
- Eleanor Terry Lincoln**, Ph.D.  
*Professor Emeritus of English Language and Literature* (1968)
- Helen Muchnic**, Ph.D.  
*Professor Emeritus of Russian Language and Literature* (1969) and *Sophia Smith Fellow*
- Elinor Van Dorn Smith**, Ph.D.  
*Professor Emeritus in the Biological Sciences* (1969)
- Caroline Heminway Kierstead**, Ph.D.  
*Professor Emeritus of Geology* (1969)
- Dorothy Carolin Bacon**, Ph.D.  
*Professor Emeritus of Economics* (1970)
- Neal Henry McCoy**, Ph.D.  
*Professor Emeritus of Mathematics* (1970)
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*Professor Emeritus of Music* (1971)
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*Professor Emeritus of Philosophy* (1972)
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*Superintendent Emeritus of Buildings and Grounds* (1972)

**Helen Whitcomb Randall, Ph.D.**  
*Professor Emeritus of English Language and Literature* (1973)

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*Professor Emeritus of History* (1973)

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*Director Emeritus of the Career Development Office* (1981)

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*Student Counselor Emeritus* (1981)

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*Professor Emeritus of Psychology* (1982)

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*Professor Emeritus of Dance* (1984)

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**Dorothy Stahl, B.Mus., Diploma**  
*Professor Emeritus of Music* (1984)

**Eileen Kathleen Edelberg, M.D.**  
*Associate Physician Emeritus* (1984)

---

‡**Kathryn Pyne Addelson**  
*Professor of Philosophy*  
 A.B. Indiana University, Ph.D. Stanford University.

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Explanation of marks before an individual's name:

‡absent for the year

\*absent for the first semester

\*\*absent for the second semester

§Director of a Junior Year Abroad

<sup>1</sup>appointed for the first semester

<sup>2</sup>appointed for the second semester

**Joan Afferica**  
*Professor of History*  
 B.A. Barnard College, M.A. Radcliffe College,  
 Ph.D. Harvard University.

**Michael O. Albertson**  
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 B.S. Michigan State University, Ph.D.  
 University of Pennsylvania.

**Mark Aldrich**  
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 B.A. Middlebury College, M.A. University of  
 California at Berkeley, Ph.D. University of  
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**Adrienne Auerswald**  
*Iva Dee Hiatt Professor of Music*  
 A.B., A.M. Smith College.

**Robert T. Averitt**  
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 B.A. North Texas State College, M.A., Ph.D.  
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 Baccalauréat, Collège Marie de France,  
 Montreal, M.A. Université de Montréal,  
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 B.A. Columbia College, M.F.A., D.F.A. Yale  
 University.

**Lorna R. Blake**  
*Director of Admission*  
 B.A., Queen's University,  
 Belfast,  
 Northern Ireland.

§**Peter Anthony Bloom**  
*Professor of Music and Secretary of the  
 Faculty*  
 B.A. Swarthmore College, M.A., Ph.D.  
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*College Librarian*  
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 M.A.L.S. George Peabody College.

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 A.B. Mount Holyoke College, M.A.  
 Indiana University.

**H. Robert Burger**  
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 A.B. Miami University, M.A., Ph.D.  
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\***James Joseph Callahan**  
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 B.A. Marist College, Ph.D.  
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**Charles Scott Chetham**  
*Professor of Art and Director of the Smith  
 College Museum of Art*  
 B.A. School of the Museum of Fine Arts,  
 Boston, Tufts College, A.M., Ph.D.  
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 B.A. Washington Square College, New York  
 University, M.A. New York University, Ph.D.  
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§**Louis Cohn-Haft**  
*Professor of History*  
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 M.A. University of Washington, Ph.D. Yale University.

<sup>2</sup>**Alistair Crombie**  
*Visiting Professor in the History of Science and Medicine*  
 B.Sc. Melbourne University, M.A. Oxford University, Ph.D. Cambridge University.

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**Bruce Theodore Dahlberg**  
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**Andrée Demay**  
*Professor of French Language and Literature*  
 Lic. ès L. University of Paris, D.E.S. University of Poitiers, Agrégée de l'Université, University of Paris.

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<sup>2</sup>**Vincent DiMarco**  
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 Ph.D.

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**Karl Paul Donfried**  
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*Sydenham Clark Parsons Professor of History*  
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*Professor of Education and Child Study and Director of Athletics*  
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**\*\*Myron Glazer**  
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**\*Steven Martin Goldstein**

*Professor of Government*

B.A. Tufts College, M.A. Fletcher School of Law and Diplomacy, Ph.D. Columbia University.

**Philip Green**

*Sophia Smith Professor of Government*

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**\*\*Robert Mitchell Haddad**

*Sophia Smith Professor of History and of Religion and Biblical Literature*

B.S. University of Pittsburgh, M.A. University of Michigan, Ph.D. Harvard University.

**Robert Mark Harris**

*Professor of Art*

A.B. Columbia College, M.S.A., Ph.D. Princeton University.

**Vernon Judson Harward, Jr.**

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*Director of the Career Development Office*

**Nancy Cook Steeper, M.Ed.**

*Associate Director*

**Jane Sommer, J.D.**

*Assistant Director*

**Debra Orgera, M.A.R.**

*Assistant Director*

**Joanna Donahue, M.B.A.**

*Assistant Director*

**Paula Giovanelli, M.Ed.**

*Assistant Director*

**Renee Hill, M.S.W.**

*Assistant Director*

## **Center for Academic Assistance**

**Marian Macdonald, M.A.**

*Co-Director*

**Peter S. Eddy, Ed.D.**

*Co-Director*

## **Center for Academic Computing**

**Matthew H. Temple, Systems Manager**

*Acting Director*

**Carolyn Holstein**

*User Services Coordinator*

**Judith Hawkins**

*Acting Systems Manager*

## **The Chapel**

**John W. Betlyon, S.T.M., Ph.D.**

*Director of the Chapel and Protestant Chaplain*

**Yechiael Elies Lander, B.H.L., M.A.**

*Jewish Chaplain*

**Judith A. O'Connell, S.S.J., M.S.**

*Catholic Chaplain*

## **The Clark Science Center**

**Mary Helen Laprade, Ph.D.**

*Director of the Clark Science Center*

## **Office of the Dean of the College**

**Ann M. Burger, M.A.**

*Dean of the College*

**Meredith F. Gadlin, A.B.**

*Assistant for Administration*

**Catherine H. Smith, M.A., M.F.A.**

*Dean of the Freshman Class*

**Donald B. Reutener, Ph.D.**

*Acting Dean of the Sophomore Class and Acting Associate Dean for Intercollegiate Study*

**Thomas H. Lowry, Ph.D.**

*Dean of the Junior and Senior Classes*

**James R. Tewhey, M.P.A.**

*Associate Dean for Student Affairs*

**Jane Cowen Pafford, M.S.W.**

*Associate Dean for Student Activities*

**Alice Smith, Ph.D.**

*Assistant to the Dean for Minority Affairs*

**Hrayr C. Tamzarian, M.Ed.**

*Assistant to the Dean for International Students*

**James Vincent Molloy**

*Director of Security*

## **Head Residents**

Albright House, **Lisa Peck '85**

Baldwin House, **Anastasia Zadeik '85**

Capen House, **Jill Pfeiffer '85**

Chapin House, **Susan Stang '85**

Comstock House, **Tina Redwine '85**

Cushing House, **Tula Economou '85**

Cutter House, **Ellen Heller '85**

Dawes House, **Karen Perkins '85**

Dewey House, **Karen Murphy '85**

Eleanor S. Duckett House,

**Suzanne Burnette '85**

Ellen Emerson House,

**Jacqueline Eghrari '85**

Franklin King House, **Catherine Snyder '85**



Gardiner House, **Lori Rappa** '85  
 Gillett House, **Elizabeth Johnstone** '85  
 Haven and Wesley Houses, **Susan Pollack** '85  
 Hopkins Houses, **Lauren MacNeill** '85  
 Hubbard House, **Louise Mold** '84  
 Jordan House, **Elizabeth Greene** '85  
 Lamont House, **Elise Rodino** '85  
 Laura Scales House, **Elizabeth Burnett** '85  
 Lawrence House, **Paula Tucci** '85  
 Martha Wilson House, **Regina Gifford** '85  
 Mary Ellen Chase House,  
**Susan Livingston** '85  
 Morris House, **Virginia Rohan** '85  
 Morrow House, **Kirsten Scriven** '84  
 Northrop House, **Jennifer Conovitz** '85  
 Park House, Park Annex, and 150 Elm  
 Street, **Maura Fitzpatrick** '85  
 Parsons House, **Julia Williams** '85  
 Sessions House and Sessions Annex,  
**Katherine Kunz** '85  
 Talbot House, **Lisa Ferrell** '85  
 Tyler House, **Kerry Herman** '83  
 Washburn House, **Hope Jinishian** '85  
 Wilder House, **Margaret Broenniman** '85  
 Ziskind House, **Toni Troop** '85

### **Office of the Dean of the Faculty**

**Frances Cooper Volkmann**, Ph.D.  
*Dean of the Faculty*

**Elizabeth S. Ivey**, Ph.D.  
*Associate Dean of the Faculty*

**Cynthia Sigda Di Geronimo**, M.S.  
*Assistant to the Dean of the Faculty for  
 Institutional Research*

**Eleanor B. Rothman**, A.B.  
*Director of the Ada Comstock Scholars  
 Program*

### **Office of Development**

**Charlotte B. Heartt**, A.B.  
*Director of Development and of the New  
 York Office for Development*

**Jane Stuber**, A.B.  
*Director of Deferred Gifts and Bequests*

**Virginia B. Rohan**, Ph.D.  
*Director of Development Services*

**Katherine C. Jennison**, B.A.  
*Assistant Director for Stewardship*

**Jane B. Neumann**, A.B.  
*Assistant Director for Stewardship*

**Katherine A. Robertson**, A.B.  
*Assistant Director for Foundations and  
 Corporations*

**Jacqueline M. Suitor**, A.M.  
*Assistant Director for Major Gifts*

**Kathryn K. Flynn**, A.B.  
*Research Associate*

**Lois E. Maynes**, A.B.  
*Research Associate*

**Jeanine Poole**, A.B.  
*Research Associate*

**Irene W. O'Donnell**, A.B.  
*Assistant to the Director*

### **Office of Financial Aid**

**Anne Fisher Keppler**, A.B.  
*Director of Financial Aid*

**Robert Donaghey**, M.A.  
*Associate Director*

**E. Pauline Roberts**  
*Assistant Director for Student Employment*

**Karen Pinkerton Tatro**  
*Assistant Director for Student Loans*

### **Five College Cooperation**

**E. Jefferson Murphy**, Ph.D.  
*Five College Coordinator*

**Jackie Pritzen**, M.A.  
*Associate Five College Coordinator for  
 Academic Programs*

**William R. Brandt**, A.B.  
*Business Manager*

**Lorna M. Peterson**, Ph.D.  
*Assistant Coordinator for Planning and  
 Program Development*

**Carol Angus**, M.A.T.  
*Assistant Coordinator for Information and  
 Publications*



## Office of Graduate Study

Alan L. Marvelli, Ed.D.  
*Director of Graduate Study*

## Health Services

Joan E. Morgenthau, M.D.  
*College Physician*

Ronald J. Blank, M.D.  
*College Psychiatrist and Coordinator of the  
Counseling Service*

Herman Edelberg, M.D.  
*Associate Physician*

Anne K. Bures, M.D.  
*Associate Physician*

Andrew Mackey, M.D.  
*Associate Physician*

Marguerite Chadwick, L.I.C.S.W.  
*Student Counselor*

Adin DeLaCour, L.I.C.S.W.  
*Student Counselor*

Middy Fierro, L.I.C.S.W.  
*Student Counselor*

Davina Miller, L.I.C.S.W.  
*Student Counselor*

Jo Anne Steeves, A.C.S.W.  
*Student Counselor*

Elinor P. Morton, R.N.C., B.S., A.N.P.  
*Director of Nursing*

Helen Lennon, M.A., M.Ed.  
*Health Educator*

Anne M. Kingsbury, B.S.  
*Laboratory Technician*

Barbara Edwards, A.R.R.T.  
*X-ray Technician/Nursing Assistant*

## Office of Planning and Research

Yvonne J. M. Freccero, B.A.  
*Director of Planning and Research*

Thomas J. Abdella, B.S.  
*Assistant Director*

*Alumna Biography Project*  
Martha R. Fowlkes, Ph.D.  
*Research Director for the Alumna  
Biography Project*

## The Library

Billie Rae Bozone, M.A.L.S.  
*College Librarian*

Norman D. Webster, M.L.S.  
*Director of Technical Services*

Ruth Mortimer, M.S.  
*Curator of Rare Books and Assistant  
Librarian*

Charles Roger Davis, M.S., Ph.D.  
*Bibliographer*

Mary Drake McFeely, M.L.S.  
*Head of the Reference Department*

Mary E. Courtney, M.L.S.  
*Head of the Circulation Department*

Karen J. Harvey, M.S.L.S.  
*Art Librarian*

David R. Vikre, M.A.L.S.  
*Science Librarian*

Marlene Wong, M.S.L.S.  
*Librarian, Werner Josten Library*

Virginia A. Christenson, A.B.  
*Acting Director of The Sophia Smith  
Collection and College Archives*

Susan L. Boone, A.B.  
*Curator of The Sophia Smith Collection*

Mary B. Trott, A.M.  
*College Archivist*

## The Smith College Museum of Art

Charles Scott Chetham, Ph.D.  
*Director and Chief Curator*

Betsy Burns Jones, A.B.  
*Associate Director and Curator of Painting*

Christine Swenson, M.A.  
*Acting Associate Curator of Prints and  
Drawings*

**Linda Muehlig, M.A.**  
*Assistant Curator of Painting and Sculpture*

**Kathryn Woo, A.B.**  
*Assistant Director for Administration*

**Ann Sievers**  
*Acting Assistant Curator of Prints and Drawings*

**Michael Goodison, M.A.**  
*Archivist*

**Louise Laplante, M.F.A.**  
*Registrar*

**David Dempsey, M.A.**  
*Preparator/Conservator*

### **Office of Public Relations**

**Ann E. Shanahan, A.B.**  
*Director of Public Relations*

**Mary L. Rothenbuehler, M.S.**  
*Assistant Director for Communications*

**Mary T. Callahan, B.A.**  
*Assistant Director for News*

### **Office of the Registrar**

**Yvonne J. M. Freccero, B.A.**  
*Registrar*

**Polly S. Baumer, M.A.**  
*Associate Registrar*

### **Office of the Secretary of the College**

**Mary E. McDougale, A.M.**  
*Secretary of the College*

### **Smith Management Program**

**Susan C. Lowance, M.P.P.M.**  
*Director*

### **Office of the Treasurer**

**Larry C. Selgelid, M.S.**  
*Treasurer*

**Charles Loire Johnson, M.B.A.**  
*Associate Treasurer*

*Office of the Business Manager*  
**H. William Gilbert, M.B.A.**  
*Business Manager*

*Director of Purchasing*

**John A. Pratt**  
*Manager of Central Stores*

**Thomas F. O'Connell**  
*Director of Electronics*

**Richard Perry**  
*Manager of the Laundry*

**Frank P. Zabawa**  
*Manager of Central Services*

*Office of the Controller*  
**Anthony M. Symanski, M.B.A.**  
*Controller*

**William Sheehan, M.B.A.**  
*Chief Accountant*

**Jonathan P. Lovell, B.A.**  
*Investment Accountant*

**Beverly A. Zurylo, A.B.**  
*Bursar*

*Office of Dining Services*  
**Paul M. Garvey, A.A.**  
*Director of Dining Services*

*Office of Personnel Services*  
**Jack W. Simpkin, B.S.**  
*Director of Personnel Services*

**Edward W. Hennessy, A.B.**  
*Assistant Director for Employment*

*Department of Physical Plant*  
**William R. Johansen, M.S.**  
*Director of the Physical Plant*

**Joseph Freeland Brackett, B.S.**  
*Manager of Construction*

*Office of Rental Properties*  
**Rallin McDonald**  
*Rental Manager*

### **The Smith College Campus School**

**Raymond A. Ducharme, Jr., Ed.D.**  
*Director of the Campus School*

**Marilyn L. Antonucci, M.L.S.**  
*Librarian*

**Sarah Robinson Bagg, A.B.**  
*Coordinator of Instrumental Music*

**Barbara Baker, Ed.M.**  
*Early Years*

**Martha Batten, M.Ed.**  
*Teaching Supervisor*

**Gretchen D. Burdick, B.Mus.**  
*Music*

**Susan Etheredge, B.A.**  
*Elementary*

**Claire Mail Fortier, A.M.**  
*French*

**Marie Lingoski Frank, M.Ed.**  
*Elementary*

**Richard Gnatek, Ed.M.**  
*Physical Education Director*

**Linda Greenebaum, M.A.T.**  
*Instrumental Music*

**Diane Harr, M.S.**  
*Visual Arts*

**Marilyn Hood, M.S., Head Teacher**  
*Infant Care Center*

**Elsie Johnson, B.S.**  
*Early Years*

**Sheila M. Kelly, M.S.**  
*Guidance Consultant*

**Shauneen Sullivan Kroll, A.B.**  
*Early Years*

**Susan Kurian, M.M.**  
*Instrumental Music*

**Deborah J. Levy, M.A.**  
*Elementary*

**Sylvia M. Lindsay, M.Ed.**  
*Director of Admissions and Financial Aid*

**Dorothy Fay Little, B.A.**  
*Instrumental Music*

**Margaret Riddle, M.A.**  
*Elementary*

**Rosemary E. Rigoletti, B.S.**  
*Elementary*

**Janice M. Szymaszek, Ed.M.**  
*Elementary*

**Cathy Weisman Topal, M.A.T.**  
*Art Consultant*

**Sandra Warren, Ed.M.**  
*Early Years*

**Thomas Weiner, M.Ed.**  
*Elementary*

## Standing Committees 1984-85

### Administrative Board

The Dean of the College (Chair), the Associate Dean for Intercollegiate Study, the Class Deans, the Registrar, the Director of the Ada Comstock Scholars Program, Richard White, Alan Marvelli, and one faculty member from the Committee on Academic Policy.

### Board of Admission

The President (Chair), the Dean of the College, the Director of Admission, three senior members of the Admission Office staff, the Freshman Class Dean, the Registrar, Joan Garrett-Goodyear (1985), Arthur Parsons (1985), Suzan Edwards (1986), Joan Hutchinson (1986), Stylianos Scordilis (1986), Philip Green (1987).

### Committee on College Planning and Resources (Elected)

The President (Chair), two Trustees, the Dean of the Faculty, the Associate Dean of the Faculty, the Treasurer or Associate Treasurer, the Director of Development, the Director of Planning and Research (Secretary), the President of the Alumnae Association, the members of the Faculty Council, the President of the Student Government Association, the past President of the Junior Class, and the President of the Junior Class.

### **Committee on Academic Policy (Elected)**

The Dean of the Faculty (Chair), the Associate Dean of the Faculty (non-voting), Richard Olivo (1985), John Brady (1985), †Randy Frost (1985), Adrienne Auerswald (1986), Randall Bartlett (1986), Ruth Solie (1986), \*\*Klemens von Klemperer (1986). Replacement for the year: Ann Philbrick. Substitutes for the year: Charles Robertson and Caroline Houser.

### **Committee on Faculty Compensation and Development (Elected)**

The Dean of the Faculty (Chair), the Associate Dean of the Faculty, §Peter Bloom (1985), †Gary Niswonger (1985), Robert Merritt (1986), Charles Staelin (1986), \*\*Hans Vaget (1986). Substitutes for the year: Robert Burger, Ann Jones, and Howard Nenner.

### **Committee on Foreign Students**

John Connolly (Chair), Peter de Villiers, Alan Marvelli, Donna Nagata, Richard Parmentier, Karen Pfeifer.

### **Committee on Grievance (Elected)**

\*Una Bray (1985), Diedrick Snoek (1985), David Ball (1987), Thomas Tymoczko (1987), Faye Schrater (1987). Alternates: Nora Jaffe and Fred Lawson. Substitute for the year: Karen Pfeifer.

### **Committee on Honorary Degrees**

Kenneth Hellman (Chair) (1985), Ronald Perera (1986), Robert Averitt (1987).

### **Committee on Motion Pictures**

Philip Green (Chair), David Ball, Leonard Berkman, Barbara Kellum, and one member from the Committee on Community Policy.

### **Committee on Study Abroad**

The Dean of the College (Chair), the President, the Associate Dean for Intercollegiate Study (Secretary), the Treasurer, Phyllis Cassidy, Marie-Jose Delage, Margherita Dinale, Richard Fanstasia, Erna Kelley, John Pinto, Charles Robertson, Judith Ryan, Joachim Stieber.

### **Committee on Tenure, Promotion, and Reappointment (Elected)**

The President (Chair), the Dean of the Faculty, Mark Aldrich (1985), †Jackson Wilson (1985), Bruce Dahlberg (1986), \*\*Robert Haddad (1986), \*Murray Kiteley (1986). Substitutes for the year: Jeanne Powell, Charles Talbot, and Elizabeth von Klemperer.

### **Committee on Community Policy (Elected)**

John Betlyon (1985), Nola Reinhardt (1985), \*Donald Baumer (1986), Peter Pufall (1986), Peter Rowe (1986). Substitute for the year: Ann Philbrick.

### **Faculty Council (Elected)**

Adrienne Auerswald, \*Murray Kiteley, Robert Merritt, Peter Rowe, Ruth Solie. Substitute for the year: Charles Talbot.

### **Marshals**

Dorothy Stahl (Professor Emeritus) and Lawrence Fink (College Marshals), Rita Benson, Mary Laprade, Alan Marvelli, Caryl Newhof, Margaret Shook, William Van Voris.

## **Alumnae Association**

### **Officers**

#### *President*

**Phoebe Reese Lewis**

9729 North Lake Drive  
Milwaukee, Wisconsin 53217

#### *Vice President*

**Judith Robbins King**

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02138

#### *Clerk*

**Elizabeth Woodbury Rowe**

42 Bittersweet Lane  
Weston, Massachusetts 02193

#### *Treasurer*

**Cornelia Mendenhall Small**

60 East End Avenue,  
New York, New York 10028



*Directors:*

**Victoria Kelly Byers,**  
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Darien, Connecticut 06820

**Joy A. Daniels**  
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Seattle, Washington 98109

**Christina Janson Eldridge**  
44 Masterton Road,  
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**Justina Winston Gregory**  
36 Butler Place,  
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**Mary Taylor Herrick**  
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8 Walnut Avenue  
Larchmont, New York 10538

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**Susan Bernat Rosenbaum**  
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**Mary Packard Temple**  
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*Executive Director:*

**Gertrude Ridgway Stella**  
58 Paradise Road,  
Northampton, Massachusetts  
01060

*Editor-in-chief of the  
"Alumnae Quarterly":*

**Helen Rogerson Haddad**  
65 Kensington Avenue  
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01060

**The Alumnae Office**

*Associate Director*  
**Rosemary O'Connell Offner**

*Alumnae Fund Director*  
**Norma Fitts Kellogg**

*Alumnae Coordinator*  
**Louise Cooney Whittier**

*Clubs Adviser*  
**Joan MacRae Ames**

**Presidents of Smith Clubs**

**Arizona**  
*Phoenix*  
**Joan Philipp Chrisman**  
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Newport Beach, 92660*Pasadena***Marilyn Coyne Brumder**  
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91106*San Diego***Ellen Thro**  
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92122*Santa Barbara***Meredith Chaffin  
McKittrick**  
418 Sea View Road  
93108**Canada***Ontario***Elizabeth Ockenden Loweth**  
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Norwalk,  
and Wilton***Sylvia Hopkins Siegler**  
7 Maywood Ct.  
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46 Willow Street  
Southport 06490*Greenwich-Stamford***Susan Komroff Cohen**  
7 Perkely Lane  
Riverside 06878*Hartford***Mary Jane Crosson**  
62 Walbridge Road  
West Hartford 06119*New Haven***Nancy Veale Ahern**  
295 West Rock Avenue  
06515*Southeastern Connecticut***Wendy Wollensack Schnur**  
91 Front Street  
Noank 06340*Western Connecticut***Alice McHugh Coleman**  
101-E Chestnut Ridge  
Bethel 06801**Delaware****Karol Grubbs Schmiegel**  
7 Haslet Way  
Westhaven, Wilmington  
19807**District of Columbia***Washington***Amy Remondelli Gardner**  
3025 Dumbarton Street NW  
20007**England***London***Elizabeth Cooley Pinto**  
55 South Edwardes Square  
W8 6HP**Florida***Fort Lauderdale***Elizabeth Grant**  
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Jacksonville 33301*Miami***R. Judith Ratzan, M.D.**  
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Largo 33540*Winter Park-Orlando***Emily R. Merrill**  
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See Missouri, listing for  
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**Kentucky**

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*The Oranges*

**Roberta Lounsbury Warren**  
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*Plainfield-Westfield*

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*Watchung Hills*

**Mary Muller Roller**  
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## How to Get to Smith

**By Bus:** Peter Pan and Continental Trailways serve the area. The bus station is four blocks from College Hall, and taxis are available at the station.

**By Air:** Bradley International, 38 miles from Northampton, is the nearest airport.

**By Car:** Northampton is on Route I-91. Driving South take Exit 20. Follow Route 5 into the center of town and turn right on to Route 9. At the second set of lights bear left on to Route 66 (West Street). The Admission Office will be on your left shortly. Driving North take Exit 19. Turn left on to Route 9 West. Drive through the center of town and at the fourth set of lights bear left on to Route 66 (West Street). The Admission Office will be on your left shortly.

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# CLASS SCHEDULE

A student may not elect more than one course in a single time block except in rare cases which involve no conflict.

	Mon.	Tues.	Wed.	Thurs.	Fri.
8:00 –					
8:20 –	A			D	
9:20 –	B		E		
10:20 –					
11:20 –	C		F		
12:20 –					
12:50 –					
1:10 –	J	L	J	L	
2:10 –			J or M	L or U	
3:10 –	K	U	B or D	V	M
4:10 –	**	V	**		**
5:10 –					
7:30 –	W*	**	X*	Y*	**
9:30 –					

\*A three-hour laboratory session scheduled in block W. X or Y runs from 7 to 10.

\*\*Reserved for activities and events.



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Smith



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Northampton, Massachusetts 01063

# SMITH COLLEGE BULLETIN

Smith College admits students of any race, color, creed, handicap, or national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. The college does not discriminate on the basis of race, color, creed, handicap, or national origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other programs administered by the college.

In addition to meeting fully its obligations of nondiscrimination under federal and state law, the college is committed to creating a community in which a diverse student population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, regardless of economic status, ethnic background, political views, sexual orientation, or other personal characteristics and beliefs.

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Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.

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# 1985-1986 Catalogue

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Smith College  
Northampton, Massachusetts 01063

**SMITH COLLEGE BULLETIN**







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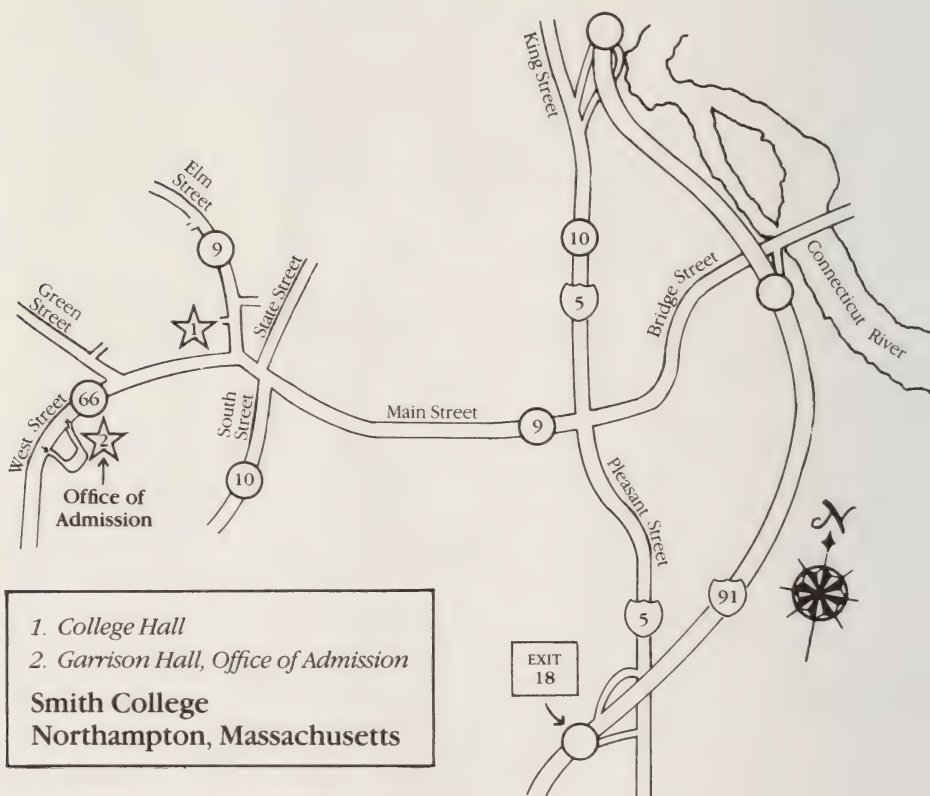
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## How to Get to Smith

**By Bus:** Peter Pan and Continental Trailways serve the area. The bus station is four blocks from the Office of Admission, and taxis are available at the station.

**By Air:** Bradley International, 38 miles from Northampton, is the nearest airport.

**By Car:** Northampton is on Route I-91. Take Exit 18. Follow Route 5 into the center of town and turn left onto Route 9. At the second set of lights bear left onto Route 66 (West Street). The Office of Admission (Garrison Hall) is the third building on your left.



Smith College is accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.



# Inquiries and Visits

Smith College  
Northampton, Massachusetts 01063  
(413) 584-2700

Visitors are always welcome at the college. Student guides are available to visitors for tours of the campus throughout the year by appointment, and arrangements for tours may be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. 2, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. At other times, including holidays, office staffs may be available by pre-arranged appointment. Any questions about Smith College may be addressed to the following officers and their staffs, by mail, telephone, or interview.

## Admission

Lorna R. Blake, *Director of Admission*  
Garrison Hall, 42 West Street  
(413) 584-0515

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m., Monday through Friday, and, during the first semester, from 9 a.m. to noon on Saturday.

## Financial Aid and Campus Jobs for Undergraduates

Anne F. Keppler, *Director of Financial Aid*  
College Hall 2, 10, and 12

(800) 221-5279, January 1-June 30, 1986  
(2-9 p.m. Eastern Time)

Members of the Office of Financial Aid are happy to answer questions about any aspect of financial aid and student assistance.

## Payment of Bills

Larry C. Selgelid, *Treasurer*  
College Hall 4

## Parent Payment Plans

Anthony Symanski, *Controller*  
College Hall 9

## Academic Standing

Ann M. Burger, *Dean of the College*  
College Hall 21

Catherine H. Smith, *Dean of the Freshman Class*

College Hall 23

Patricia C. Olmsted, *Dean of the Sophomore Class and Associate Dean for Intercollegiate Study*

College Hall 23

Donald B. Reutener, *Dean of the Junior and Senior Classes*

College Hall 23

## Student Affairs

James R. Tewhey, *Associate Dean for Student Affairs*  
College Hall 24

## Career Planning and Alumnae References

Barbara Reinhold, *Director of the Career Development Office*  
Drew Hall

## Medical Services and Student Health

Dr. Joan E. Morgenthau, *College Physician and Director of Health Services*  
Elizabeth Mason Infirmary, 69 Paradise Road

## Transcripts and Records

Yvonne Freccero, *Director of Planning and Registration*  
College Hall 6

## Public Relations and Calendar

Ann E. Shanahan, *Director of Public Relations*  
Pierce Hall

## Development

Charlotte B. Heartt, *Director of Development*  
Clark House

## Graduate Study

Alan L. Marvelli, *Director of Graduate Study*  
College Hall 3

## School for Social Work

Dorcas D. Bowles, *Acting Dean of the School*  
Lilly Hall

## Alumnae Affairs

Nancy C. Steeper, *Executive Director, Alumnae Association*  
(413) 584-2985

# Academic Calendar, 1985-86

The calendar for the academic year consists of two semesters separated by a three-week interterm in January. Each semester allows for 13 weeks of classes followed by approximately three days for pre-examination study and a four-day examination period.

## September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## First Semester

Wednesday, September 4, 9 a.m.—Houses open for freshmen

Wednesday, September 4, 7:30 p.m.—Freshman class meeting

Saturday, September 7, noon—Houses open to upperclassmen

Sunday, September 8, 7:30 p.m.—Opening Convocation

Monday, September 9, 8 a.m.—Classes begin

## October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Mountain Day—To be announced by the president (holiday)  
(All classes cancelled)

Friday, October 11, 4:10 p.m.-Wednesday, October 16,  
8 a.m.—Autumn recess

## November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Monday, November 11-Friday, November 15—Course registration  
for the second semester

Tuesday, November 26, 5:10 p.m.-Monday, December 2,  
8 a.m.—Thanksgiving recess

## December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Friday, December 13—Last day of classes

Saturday, December 14-Monday, December 16—Pre-examination  
study period

Tuesday, December 17-Friday, December 20—Midyear  
examinations

Friday, December 20, 4:30 p.m.-Monday, January 6, 8 a.m.—  
Winter recess

**January**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**Interterm Period**

Monday, January 6-Sunday, January 26

The January interterm is a period for reading, research, and concentrated study for both students and faculty. Libraries, the language laboratory, practice rooms, and sports facilities are open; research laboratories, art studios, and other facilities remain open at the discretion of the departments concerned. Faculty, students, and staff offer a full schedule of courses, seminars, trips, and conferences in academic and non-academic subjects. Students are not required to be in residence, and no academic credit is granted for work done at Smith or elsewhere during this period.

**Second Semester**

Sunday, January 26, 7:30 p.m.—All-college meeting

Monday, January 27, 8 a.m.—Classes begin

Wednesday, February 19—Rally Day exercises  
(All classes cancelled)

**February**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

**March**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Friday, March 14, 4:10 p.m.-Monday, March 24, 8 a.m.—  
Spring recess

**April**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Monday, April 14-Friday, April 18—Course registration for the first semester of 1986-87

**May**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Friday, May 2—Last day of classes

Saturday, May 3-Monday, May 5—Pre-examination study period

Tuesday, May 6-Friday, May 9—Final examinations

Sunday, May 18—Commencement

☐: The college is not in session.







# The History of Smith College

**Laureus Clark Seelye**  
undertook the presidency.

Smith College opened  
with 14 students.

In President Seelye's 35-year tenure, Smith grew from a legacy of \$400,000 to over \$3 million; the faculty increased twentyfold, from six to 122; the student body expanded from 14 to 1,635; and the buildings increased from three to 35.

- 1871 Smith College is chartered after Sophia Smith, advised by her pastor, the Reverend John M. Greene, leaves her fortune for the founding of a college for women.
- 1873
- 1875 Dedicated at President Seelye's inauguration, College Hall served all the college's purposes except housing.
- 1877 Hatfield Hall, named after Sophia Smith's hometown, was built to be a student house. In 1926, it became an academic building and now serves the language departments.
- 1882 Originally built as the music building, Pierce Hall housed the psychology department from 1924-67. The building was renamed in memory of Professor Arthur Henry Pierce of the psychology department.
- 1886 Alfred Theodore Lilly gave funds for Lilly Hall to be a hall of science, which it remained until 1966 when the new Clark Science Center was opened. Now the Word Processing Center, M'Wangi Cultural Center, and the School for Social Work share the building.  
  
The college acquired Clark House. It was home to students each year from 1908-1983 and now graciously accommodates the development office.
- 1891 Alumnae Gymnasium was given by alumnae and their friends. In 1893, Alumnae Gymnasium was the site of the first basketball game played by women.
- 1896 The Lyman Plant House, named in memory of Anne Jean Lyman, was given to the college. It underwent renovations in 1981 that modernized the facility and improved the greenhouse laboratory space for students.
- 1899 Seelye Hall was given to Smith by the president's friends.  
  
Stoddard Hall was built and named in honor of John Tappan Stoddard, professor of physics and chemistry. It was enlarged in 1918. After years of vacancy, it is now being renovated to provide office space for the Student Government Association, as well as classrooms and space for the computer science program.
- 1905 Smith College established a recognized chapter of Phi Beta Kappa that elected students in its first year. Annual membership at Smith now stands at about 100.

- 1909** The William Allan Neilson Library was built as a gift of Andrew Carnegie, alumnae, and friends. It has been enlarged, expanded, and renovated in 1937, 1962, and, most recently, in 1982.
- Marion LeRoy Burton** assumed the presidency, with the goals of modernizing the administrative business methods, improving the faculty-student ratio, raising staff salaries, updating equipment, and revising the curriculum.
- 1910-11** The boathouse and crew house were built on Paradise Pond.
- William Allan Neilson** assumed the presidency.
- 1917**
- Smith College now was one of the largest women's colleges in the world. Neilson's mission was to provide all the advantages of a large institution, with none of the disadvantages. The number of faculty increased, but the student body remained constant at about 2,000. All students lived on campus in the original "cottage" plan. His new administrative structure included class deans, five resident physicians, and a director of vocational guidance and placement.
- 1918** The School for Social Work was formed.
- 1919** The Elizabeth Mason Infirmary Building, commemorating Elizabeth Mason Howland '04, was opened. It houses the medical and counseling staff as well as an intermediate health care facility.
- 1920** The president's house was completed to serve as a home and as an official place for college functions.
- The Junior Year Abroad Programs and Special Honors Programs were implemented.
- 1921** The college received several bequests from the estate of Bessie T. Capen, who had run the Capen School until her death, including Gill Hall, which had been built in 1918, Capen House, and Capen Annex. A number of additions have been made to Gill Hall to accommodate the Campus School, which accepts children ranging from kindergarten through the ninth grade. Pre-school children can attend Fort Hill, near the campus, which is also a Smith-sponsored school. Together they form important resources for the Department of Education and Child Study, whose offices can be found in Morgan Hall, named for Elisabeth Morrow Morgan '25.

Under President Neilson, Smith College came to be known as one of the leading colleges in the country.

**1924** The college laundry building was completed.

Sage Hall was completed and named in honor of Mrs. Russell Sage. It has music practice rooms, faculty offices, and a 743-seat auditorium.

Scott Gymnasium was built and named in honor of Colonel Walter Scott.

**1935** Smith College was the first women's college to be granted a charter to establish a chapter of the Society of the Sigma Xi. Now about 40 Smith students are elected annually.

**1937** The William Allan Neilson Library was enlarged.

**1938** The Alumnae Association presented the Alumnae House to the college. It has a variety of meeting rooms used both by alumnae and by the college.

**Elizabeth Cutter Morrow '96** was named acting president.

**1939** The field house was built with funds from the classes of 1938 and 1939, the undergraduates, the Athletic Association, and the trustees.

**Herbert Davis** became the college's fourth president. The college went into year-round session to speed students through college so they could help the war effort sooner.

**1940**

**1942-45** Roughly 9,500 women attended the Navy Department's Officer's Training Unit of the Women's Reserve at Smith, using the Florence Gilman Pavilion of the Elizabeth Mason Infirmary Building as their station.

**1946** The college acquired the Services and Stores Building, which had been built in 1899. Nearby is the Central Heating Plant, built in 1947.

**Benjamin Fletcher Wright** was named president.

**1949**

Interdepartmental courses were introduced into the curriculum, and faculty salaries were increased.

**1950** The college's first capital campaign, The Seven Million Dollar Fund, reached a successful conclusion.

**1955** Helen Hills Chapel was completed.

**Thomas Corwin Mendenhall** became president.

**1959**

The Five College consortium of Amherst, Hampshire, Mount Holyoke, Smith, and the University of Massachusetts established guidelines for institutional cooperation and course exchange privileges.

The faculty and trustees voted to reaffirm the purpose of Smith College as a women's college. Specific course requirements for graduation were abolished. The Departmental Honors Program, Smith Scholars Program, and Independent Study were expanded.

Centennial Year

Jill Ker Conway became the first woman president.

**1960** Members of the board of trustees gave the Faculty Center to the college. It has a gracious dining room and terrace overlooking Paradise Pond, as well as a lounge and several meeting rooms.

The college acquired Elizabeth Drew Hall and used it as a student house until 1977, when it was renovated to serve as the admission office. In 1984 it became the new home of the Career Development Office. It was named for Elizabeth Drew, author, critic, and poet, who taught at Smith from 1946-1961.

**1961** Wright Hall was completed. With its 51 faculty offices, seminar rooms, language lab, lecture hall for 404, Jahnig Social Science Research Center, and conference lounge, it constitutes a multipurpose academic center.

**1964** The observatory in West Whately was finished.

**1965** McConnell Hall, named in memory of David McConnell, was completed as a beginning of the Clark Science Center.

**1966** Sabin-Reed Hall was built as the next phase of construction for the Clark Science Center.

**1967** The renovated Burton Hall was reopened to complete the Clark Science Center.

**1968** The Mendenhall Center for the Performing Arts was completed. It forms a quadrangle of Sage Hall, built in 1924; the theatre building, with two theatres and supporting facilities; Berenson Dance Studio; and the Werner Josten Music Library.

**1971**

**1972** In the fall, the Fine Arts Center was completed, with Tryon Hall for the Museum of Art; Graham Hall for lectures, exhibits, and special events; and Hillyer Hall with studio facilities, faculty offices, and the Art Library. These areas are clustered around a sculpture courtyard.

**1974-1975** The college's \$45 million seven-year capital campaign drew to a successful close.

**1975**



- 1977 The new Ainsworth Gymnasium, named for Dorothy Sears Ainsworth '16, director of physical education from 1931-1960, was opened in tandem with the newly renovated Scott Gymnasium.
- 1980 The Smith Management Program, a summer management education program for corporate women, enrolled its first class.
- 1981 The \$40 million goal for the capital campaign "Response to the Future" was achieved and surpassed.
- 1982 The William Allan Neilson expansion and renovation project was completed.
- 1983 The renovated Alumnae Gymnasium was completed to house the Smith College Archives, Sophia Smith Collection, and a Nonprint Resources Center.
- 1984 The home of the late Elsa Siipola Israel of the Department of Psychology was acquired by the college and renovated and expanded to house the Office of Admission. It was named Garrison Hall to honor the William Lloyd Garrison family.
- Two buildings were acquired from Clarke School for the Deaf. One, Tilley Hall, will house the Smith Management Program and Ada Comstock lounge; the other, The Gables, contains faculty offices.

Minors, sequences of five or six courses from one or more departments, were approved by the faculty and became a program option along with majors.

Mary Maples Dunn became Smith's eighth president.

1985

## The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

**Kurt Koffka, Ph.D.**

*Psychology*  
1927-32

**G. Antonio Borgese, Ph.D.**

*Comparative Literature*  
1932-35

**Sir Herbert J. C. Grierson, M.A., LL.D.,  
Litt.D.**

*English*  
Second semester, 1937-38

**Alfred Einstein, Dr. Phil.**

*Music*  
First semester, 1939-40; 1949-50

**George Edward Moore, D.Litt., LL.D.**

*Philosophy*  
First semester, 1940-41

**Karl Kelchner Darrow, Ph.D.**

*Physics*  
Second semester, 1940-41

**Carl Lotus Becker, Ph.D., Litt.D.**

*History*  
Second semester, 1941-42

**Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)**

*Botany*  
1942-43

**Edgar Wind, Ph.D.**

*Art*  
1944-48

**David Nichol Smith, M.A., D.Litt.**

(Hon.), LL.D.  
*English*  
First semester, 1946-47

**David Mitrany, Ph.D., D.Sc.**

*International Relations*  
Second semester, 1950-51

**Pieter Geyl, Litt.D.**

*History*  
Second semester, 1951-52

**Wystan Hugh Auden, B.A.**

*English*  
Second semester, 1952-53

**Alfred Kazin, M.A.**

*English*  
1954-55

**Harlow Shapley, Ph.D., LL.D., Sc.D.,  
Litt.D., Dr. (Hon.)**

*Astronomy*  
First semester, 1956-57

**Philip Ellis Wheelwright, Ph.D.**

*Philosophy*  
Second semester, 1957-58

**Karl Lehmann, Ph.D.**

*Art*  
Second semester, 1958-59

**Alvin Harvey Hansen, Ph.D., LL.D.**

*Economics*  
Second semester, 1959-60

**Philippe Emmanuel Le Corbeiller,**

Dr.-ès-Sc., A.M. (Hon.)  
*Physics*

First semester, 1960-61

**Eudora Welty, B.A., Litt.D.**

*English*  
Second semester, 1961-62

**Dénes Bartha, Ph.D.**

*Music*  
Second semester, 1963-64

**Dietrich Gerhard, Ph.D.**

*History*  
First semester, 1967-68

**Louis Frederick Fieser, Ph.D., Sc.D. (Hon.),**

D.Pharm. (Hon.)  
*Chemistry*  
Second semester, 1967-68

**Wolfgang Stechow, Dr. Phil., L.H.D.,**

D.F.A. (Hon.)  
*Art*  
Second semester, 1968-69

**Robert A. Nisbet, Ph.D.**

*Sociology and Anthropology*  
First semester, 1971-72

**Louise Cuyler, Ph.D.**  
*Music*  
 Second semester, 1974-75

**Herbert G. Gutman, Ph.D.**  
*American Studies*  
 1977-78

**Renée C. Fox, Ph.D., Litt.D. (Hon.)**  
*Sociology and Anthropology*  
 First semester, 1980-81

**Auguste Anglès, Docteur ès Lettres**  
*French*  
 First semester, 1981-82

**Victor Turner, Ph.D.**  
*Religion and Biblical Literature*  
 First semester, 1982-83

## **The Ruth and Clarence Kennedy Professorship in the Renaissance**

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their longstanding devotion to Smith College, has been held by the following distinguished scholars:

**Charles Mitchell, M.A.**  
*Art History*  
 1974-75

**Felix Gilbert, Ph.D.**  
*History*  
 1975-76

**Giuseppe Billanovich,**  
 Dottore di Letteratura Italiana  
*Italian Humanism*  
 Second semester, 1976-77

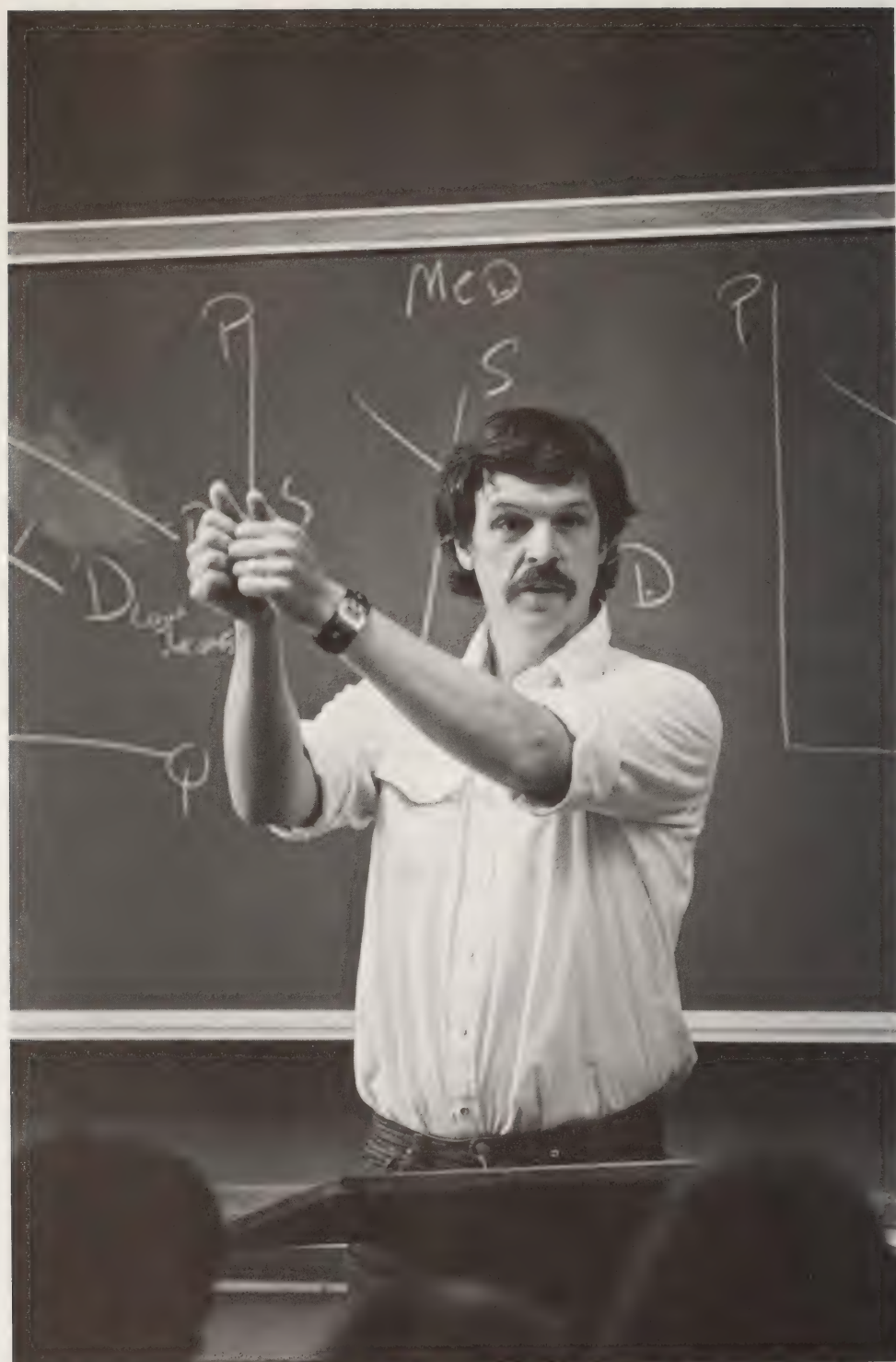
**Jean J. Seznec, Docteur ès Lettres**  
*French*  
 Second semester, 1977-78

**Hans R. Guggisberg, D.Phil.**  
*History*  
 First semester, 1980-81

**Alistair Crombie, Ph.D.**  
*History of Science*  
 Second semester, 1981-82

**John Coolidge, Ph.D.**  
*Architecture and Art History*  
 Second semester, 1982-83

**Howard Mayer Brown, Ph.D.**  
*Music*  
 First semester, 1983-84





## The Academic Program

Smith College began over a century ago in the conscience of a New England woman, who found herself at the age of 65 the sole inheritor of a large fortune. After much deliberation, Sophia Smith decided to leave \$400,000 to found a college for women as her way of fulfilling a moral obligation to society. Aided by the Reverend John Morton Greene, she adopted the plan, in the words of her will, "... with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our Colleges to young men." She continued, "It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness, and honor, now withheld from them." Despite the global changes since she wrote her will, Sophia Smith's words still articulate Smith's mission.

Laurens Clark Seelye, the college's first president, interpreted Sophia Smith's words to mean that Smith College should establish the high standards that existed in the best colleges for men. He created a college that had rigorous academic expectations, in the belief that women deserve the same intellectual opportunities as men. The students of today find those high standards of academic excellence at Smith and enjoy the excitement of an intellectually rich community, supported by sophisticated facilities, excellent resources, and a wide range of services. Smith soon became a leading national institution. Today the college is a vital campus of more than 90 buildings and 125 acres, a faculty of over 250 scholars, a student body of approximately 2,600 students, and an alumna roster that has grown to over 44,000.

Later in her will, Sophia Smith enumerated the subjects that still form a vital part of the curriculum, adding, "And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women." With these words, she charged the leaders of the college to encourage change and to relate the college's offerings to the issues and concerns of the times. In today's rapidly changing world, we interpret this charge as a responsibility to prepare each student to read critically, to write and speak clearly and effectively, to think for herself, and to acquire competence in a computerized environment.

Smith graduates confirm Sophia Smith's beliefs. Smith alumnae are leaders in literature, politics, science, and the arts. Through a century of change, the ideals set forth for Smith have flourished.

## The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world's past, present, and future. Therefore, we recommend that students pursue studies in the major fields of knowledge:

*Literature*, either in English or some other language, because it is a crucial form of expression, contributes to our understanding of human experience, and plays a central role in the development of culture;

*Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy, and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;

*Social science*, because it offers a systematic and critical inquiry into human nature, social institutions, and human relationships;

*Natural science*, because of its methods, its contribution to our understanding of the world around us, and its significance in modern culture;

*Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;

*The arts*, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values; and

*A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture, and makes possible communication outside one's own society;

*Exercise and sport studies*, because they provide opportunities for recreation, health, and the development of skills for the complete person.

The diversity of student interests, aptitudes, and backgrounds, the range and variety of the curriculum, and the rapidity of change in knowledge and ways of learning make it difficult, if not impossible, to prescribe a detailed and complete course of study that would implement these goals and be appropriate for every student. The requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

## The Major

A student's program requires from 36 to 48 semester hours of courses in a departmental major and 64 semester hours outside the major department for a total of 128 semester hours. The remainder of the program, usually 16 to 28 semester

hours of courses, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies	History
Anthropology (see Sociology & Anthropology)	Italian Language & Literature
Art	Mathematics
Astronomy	Music
Biological Sciences	Philosophy
Chemistry	Physics
Classical Languages & Literatures	Political Science (see Government)
Economics	Portuguese (see Spanish & Portuguese)
Education & Child Study	Psychology
English Language & Literature	Religion & Biblical Literature
French Language & Literature	Russian Language & Literature
Geology	Sociology & Anthropology
German Language & Literature	Spanish & Portuguese
Government	Theatre

Interdepartmental majors are offered in the following areas:

American Studies	Comparative Literature
Ancient Studies	Computer Science
Biochemistry	Medieval Studies

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by at least two departments, subject to the approval of the Committee on Academic Policy.

A student may complete the requirements of two departmental majors and have both indicated on her record.

## The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 semester hours of courses from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:



Archaeology  
East Asian Studies  
Engineering  
Film Studies  
History of the Sciences  
International Relations  
Jewish Studies

Logic  
Neuroscience  
Political Economy  
Public Policy  
Third-World Development Studies  
Women's Studies

Students also may design their own interdepartmental minors with the advice of two faculty members from different departments, with the approval of the departments concerned and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The subcommittee is chaired by the dean of the junior and senior classes. Student-designed minors must differ substantially from existing minors.

## Advising

### Pre-Major and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The freshman class dean assigns a pre-major faculty adviser to each freshman, matching her expressed interests to the adviser's academic expertise. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

### The Minor Adviser

A student electing a departmental or interdepartmental major will have the guidance of a faculty adviser who represents that discipline, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time



she initially elects the minor, and again when she needs to certify that the minor has been completed.

### **Pre-Medical and Pre-Health Professions Advising**

Students who wish to prepare for a career in medicine have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements to medical schools.

Students interested in a pre-medical or other health-related program should consult one of the advisers (see p. 127) as early as possible in their college careers.

### **Pre-Law Advising**

The pre-law adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the pre-law adviser about her objectives and her academic program.

### **Engineering Advising**

Students who are interested in engineering should consult the director of the Dual Degree Programs in Liberal Arts and Engineering. More information about the program can be found on p. 19.

## **Academic Honor Code**

In 1944, the students of Smith College voted to establish an academic honor system in the belief that each member of the Smith community had an individual obligation to uphold the academic standards of the college. The basic assumption, that the learning process is a product of individual effort and enthusiasm, and therefore assumes a moral and intellectual integrity, still obtains. The Academic Honor Code is the institutional expression of these beliefs. The code exacts a commitment from each individual to be honest, and to respect and respond to the demands of community living.

## **Special Programs**

### **Accelerated Course Programs**

Students having a cumulative average of 3.0 (B) may request permission from the Administrative Board to complete the requirements for the degree in six or seven semesters. Petitions must be filed with the class dean at least two semesters before the expected date of graduation. Four semesters (normally 64 semester hours).

including two of the final four semesters of degree work, must be completed in residence at Smith College in Northampton. Up to 12 semester hours of summer school credit may be counted toward the degree. A maximum of one year's credit (32 semester hours) may be accumulated toward the degree through a combination of Advanced Placement and summer school credit.

### **The Ada Comstock Scholars Program**

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Many women who choose not to start or finish college directly after high school wish to return later to earn a degree. The Ada Comstock Scholars Program provides various options for such women: reduced course loads, individually arranged housing, special academic advising, and career counseling. We offer financial aid to each woman with demonstrated need. Ada Comstock Scholars bring with them their life experiences, relating these to their academic pursuits. Their participation enhances classroom study for all undergraduates.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital and parenting circumstances, socio-economic status, and involvement in campus life after she enrolls at Smith. Each has a high level of ability (not necessarily shown previously in school) and strong motivation to finish her college education despite the demands of complicated personal lives. This widely disparate group of women contributes vigor, varied perspectives, intellectual abilities, and enthusiasm to all aspects of Smith life. We work to help them achieve their goals by offering special orientation programs, holding social functions tailored to their preferences, and arranging "big sisters" for new students. The full range of Smith courses, majors, minors, and programs are open to Ada Comstock Scholars.

Some Ada Comstock Scholars take one course per semester, while others take as many as five. We consider three or more courses to be a full-time program. With the exception of the course load, Ada Comstock Scholars complete the same program of studies, meet the same requirements, and have available to them the same facilities and services as other undergraduates. The basic college requirements for all students for the degree include completing 128 semester hours, at least 64 at Smith, with a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. At least 32 of the Smith credits must be earned during junior and senior years. At least 64 semester hours of credit courses must be outside the major.

For information about how to apply, see Admission, p. 84. Information about expenses and how to apply for aid can be found on p. 75 of Fees and Financial Aid. For more information about the Ada Comstock Scholars Program, contact Eleanor Rothman, director of the Ada Comstock Scholars Program, at (413) 584-2700, extension 3090.

### **Community Auditing: Non-Matriculated Students**

Members of the local community are welcome to audit a lecture course at Smith on a space-available basis with the permission of the instructor. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. There is a \$10 fee for each lecture course (\$75 for performance and language courses; studio art courses are not available). Auditors are invited to attend classes, but they do not participate in other aspects of college life.

### **Engineering**

The Smith College Dual Degree Programs in Liberal Arts and Engineering, in conjunction with the University of Massachusetts School of Engineering, offer a unique opportunity for the integration and concurrent study of courses in liberal arts and engineering. Smith's programs offer either a comprehensive five-year curriculum leading to the Smith A.B. and the university B.S. in engineering, or a course of study leading to the Smith A.B. and the University of Massachusetts M.S. The M.S. degree from the university usually will require 1½-2½ years of study beyond graduation from Smith. The student also has the option of seeking an interdepartmental minor in engineering from Smith. Alternatively, a student can simply incorporate engineering courses into her Smith program, without seeking the minor or a second degree.

The student must complete all the usual requirements for a Smith A.B. degree. Ordinarily, she chooses a major in a field of scientific study that complements her engineering interests. In the second or third year, a balance of liberal arts and engineering courses will be developed in close conjunction with the program advisers at both Smith and the university.

The School of Engineering offers majors in Chemical, Civil, Electrical and Computer, and Mechanical Engineering, and in Industrial Engineering/Operations Research. There are programs in each of these departments leading to more intensive study in such areas as the environment, alternative energy sources, management, and health care delivery.

In 1985-86 Elaine Henshon will be the academic adviser at Smith for these programs.

### **Five College Course Exchange**

After the first semester of her freshman year, a student in good standing may take a course without additional cost at Amherst, Hampshire, and Mount Holyoke Colleges and the University of Massachusetts if the course is appropriate to the educational plan of the student.

### **Honors Program**

A Departmental Honors Program allows a student with a strong academic background to work with greater independence and in more depth in the field of her



major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars.

Each department supervises its honors programs and sets its own conditions for admission. The minimum standard for eligibility is a B+ (3.30) average for all courses in the major through the junior year. Only Smith College, Five College, and Smith College Junior Year Abroad grades are counted. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental director of honors.

For admission to the honors program, a student submits an application to the departmental director of honors, whom she should consult regarding application deadlines. The director forwards the application, together with the recommendation of the department, to the dean of the junior and senior classes, acting as chair of the Subcommittee on Honors and Independent Programs, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the dean of the junior and senior classes.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.

### **Independent Study**

Juniors and seniors, with the approval of their department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, may be granted a maximum of one semester's credit for independent study. Applications should be forwarded to the dean of the junior and senior classes, acting as chair of the subcommittee. Normally this study will be pursued on the Smith campus under the supervision of members of the department(s) concerned.

With the approval of their department(s) and the subcommittee, students may be granted a maximum of eight hours credit for off-campus work and study. The project must be directly related to the student's academic program and be supervised and evaluated by members of the department(s) concerned.

The deadline for submission of proposals for independent study is December 1 for a second-semester program and May 1 for a first-semester program.

### **Smith Scholars Program**

The Smith Scholars Program allows students to spend one or two years working on projects of their own devising, freed in varying degrees from normal college



requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines, and those who have the ability to translate experience gained in work done outside the college into academic terms.

A student may apply for admission to the program at any time between December 1 of her sophomore year and April 1 of her junior year. The student submits to the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a statement of her program and project, two supporting recommendations from instructors who have taught her in class, and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s), and the subcommittee.

Advisers are expected to submit to the subcommittee, each semester, evaluations of the student's progress. The subcommittee will review these evaluations and may ask a student to withdraw from the Smith Scholars Program and resume a normal course program if the special project is not progressing well.

Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play, or some combination of these.

The student's record, for the period she is in the program, will include grades in whatever courses she has taken, her advisers' evaluation of her performance, and the subcommittee's recommendation with respect to her degree.

## Study Abroad Programs

All applications for study abroad, whether for Smith or non-Smith programs, must be filed with the Committee on Study Abroad by February 1.

Students who participate in the Smith College Junior Year Abroad Programs and other affiliated study abroad programs listed here are not considered on leave of absence. However, the year elsewhere does not count toward the required two years in residence in Northampton.

### Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines the opportunity for study, research, and residence in foreign countries. There are four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence), and Switzerland (Geneva). Students from colleges other than Smith, as well as Smith students, are accepted for the programs. The

programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students an awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art, and theatre of each country; meetings are arranged with outstanding scholars, writers, and leaders. During the academic year students live with local families, in student dormitories, or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Participation in each program spans a full academic year; students are not accepted for a single semester.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. Details of group procedures are worked out with student committees, the social regulations in each case adapted to the customs of the country. During vacations the college assumes no obligation for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Candidates with strong academic records and with sufficient language training are selected each year to spend the year abroad. All prospective candidates are urged to seek advice, beginning in the freshman year, concerning the best sequence of courses in the language of the country in which they wish to study. A Smith Honors candidate should consult the director of honors in her department before applying to go abroad. In some departments students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year. The selection of members for each group is determined by a special faculty committee.

For the programs in Florence, Hamburg, and Paris, the comprehensive fee covering tuition, room, and board is the same as the comprehensive fee for the year's study in Northampton. For the Geneva program the comprehensive fee covers tuition and room only; meal costs are assumed by the student. Travel and incidental expenses vary according to individual tastes and plans.

In the case of a student's withdrawal from a Junior Year Abroad Program during the course of the year, it is the policy of the college to refund only those payments for board and room subject to cancellation by the director. Tuition charges for the year are not refundable.

**Florence.** The year in Florence begins with a month of intensive work in the Italian language. Classes in art history, literature, and history are also given as preparation for the more specialized work of the academic year. In October the

students are matriculated at the university together with Italian students. Students may elect courses offered especially for Smith by university professors, as well as the regular university courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature, and history; other fields of study include music, religion, government, philosophy, and comparative literature. The students live in private homes selected by the college. The minimum language requirement is normally two years of college Italian.

**Geneva.** The Junior Year Abroad in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international law, comparative literature, anthropology, psychology, American studies, history of art, and religion. Students are fully matriculated at the University of Geneva and take courses also at its associate institutes, where the present and past role of Geneva as a center of international organization is consciously fostered. Exceptional opportunities include the faculty of psychology and education that continues the work of Jean Piaget, the rich holdings of the museums of Geneva in Western and oriental art, as well as a distinguished range of course offerings in theology and the study of classical antiquity.

Students in the program attend a preliminary session of intensive language training in Paris (from early September until mid-October). The academic year in Geneva begins in late October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. Normally the minimum language requirement is at least two years of college French.

**Hamburg.** The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from mid-April to mid-July) separated by a two-month vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, and excursions to other parts of interest in Germany. During the academic year the students are fully matriculated at the University of Hamburg. They attend the regular courses offered by the university and special tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available: art (studio and history), biology, history, mathematics, music, history, philosophy, physics, psychology, religion, and sociology. The minimum language requirement is normally two years of college German.

**Paris.** The program in France begins in Aix-en-Provence, where a five-week period is devoted to intensive work in the language, supplemented by courses, lectures, and excursions to several Provençal sites and to the Riviera. In mid-October, at the opening of the French academic year, the group goes to Paris,



where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the French University; for example, art history at the Institut d'Art et d'Archéologie; studio art at the École des Beaux Arts; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion, and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students, sometimes in conjunction with lectures at the Collège de France or the École des Hautes Études. The students live in private homes selected by the college.

### **Affiliated Study Abroad Programs**

In addition to the college's four programs listed above, students may participate in any of several other programs with which the college has formal affiliation.

**Programa de Estudios Hispánicos en Córdoba.** Smith College is one of seven institutions affiliated with the Programa de Estudios Hispánicos en Córdoba in Spain. Córdoba is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries, and the social and political movements of the nineteenth and twentieth centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult Erna Kelley, Department of Spanish and Portuguese. Applications are due no later than February 1.

**The Junior Year in Leicester, England.** A limited number of qualified students majoring in sociology may spend their junior year at the University of Leicester in England. They live in university residence halls and follow the regular program of lectures, seminars, and tutorials required of sociology students at Leicester. A member of the university's faculty serves as adviser to Smith College students.

**The Junior Year in Sussex, England.** Each year the college is authorized to nominate two Smith students, one of whom must be an American studies major, to attend the University of Sussex in England. These students are matriculated directly into the university, live in the university residences, and follow a regular university course program.

Interested students should consult with Donald Robinson, director of the American Studies Program, or with Patricia Olmsted, associate dean for intercollegiate study.

**Intercollegiate Center for Classical Studies in Rome.** Smith College is one of a number of American colleges and universities to participate in this center.



Qualified majors in classics, ancient studies, and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips through Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English.

Admission to the program is limited to students who have a cumulative average of B. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek.

Interested students should consult Charles Henderson, Department of Classical Languages and Literatures.

**Cooperative Russian Language Program.** Through Smith's affiliation with the Council on International Educational Exchange, Smith College students who have the requisite language background, normally a minimum of two years of college-level Russian, may apply for a semester or year's study at Leningrad State University. Interested students should consult with Alexander Woronzoff, Department of Russian Language and Literature.

**The Associated Kyoto Program.** Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Interested students should consult Esperanza Ramirez-Christensen, Assistant Professor of Japanese.

**Fudan University, Shanghai, China.** The college participates in a one-to-one student exchange with Fudan University in Shanghai. Interested students should consult with Daniel Gardner, Department of History, or Steven Goldstein, Department of Government. Applications must be submitted to the Committee on Study Abroad by February 1.

**Independent Study Abroad.** Students who wish to study abroad in programs other than those described above or who independently gain admission to a foreign university should consult the associate dean for intercollegiate study, concerning procedures for leaves of absence and evaluation of transfer credit. Applications for provisional approval by the Committee on Study Abroad should be submitted no later than February 1. The minimum requirements for approval are an overall 3.0 (B) average and normally at least one year of the language of the country in which the program or university is located.

## Other Off-Campus Study Programs

**Study at Historically Black Colleges.** Interested students may apply for a year's study, usually in the junior year, at one of the following institutions: Howard University, North Carolina Central University, Spelman College, and Tougaloo College. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean. Application forms are available in the class deans' office and must be filed by March 1 preceding the year away from Smith College.

**Twelve College Exchange Program.** Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. The exchange is open to a limited number of students and is intended primarily for the junior year. Only in exceptional cases will requests for a one-semester exchange be approved. Normally students participating in the program may not transfer to the host institution at the end of their stay there.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social, and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean.

Application forms are available through the class deans' office.

**Pomona-Smith Exchange.** The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average are eligible. Applications are available in the class deans' office.

**Semester-in-Washington Program.** The Department of Government offers the Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on p. 210.

**Internship at the Smithsonian Institution.** The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on p. 96.





## Graduate Study

**A**t Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members, and access to superb facilities. Each year about 100 students participate in advanced work, which is available in most departments at the college and in various professional fields. Many graduate students choose Smith as a transition from one field to another, to prepare on the graduate level for further work elsewhere, for their personal delight, or to pursue special programs that are available here. They may be working toward a degree or diploma, or they may enroll as special students (non-degree) and register for one or more courses. They all find that they are part of a well-respected program of quality.

We offer graduate work leading to the degrees of Master of Arts, Master of Arts in Teaching, Master of Fine Arts (Department of Dance), Master of Education, Master of Education of the Deaf, and Master of Science in Physical Education, as well as a limited program leading to the degree of Doctor of Philosophy. In special one-year programs, students from foreign countries may qualify for a Certificate of Graduate Studies or a Diploma in American Studies.

Most graduate courses, which are designated as 400-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work, or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, French, geology, and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

### Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber, and acceptance by the department concerned. Applicants who wish to be considered for financial

aid must submit their credentials before March 1 of the spring preceding registration. Applications for the Diploma in American Studies program must be received on or before February 1 of the proposed year of entry into the program; applications for the Master of Fine Arts program in Dance must be received on or before March 1 of the proposed year of entry into the program; applications for the Master of Education of the Deaf program must be received on or before April 1 of the proposed year of entry into the program. Other applicants are also urged to present their credentials in the spring but may apply as late as July 31. Applicants must submit their credentials in duplicate and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution, and scores from either the Graduate Record Examination or the Miller Analogies Test. Candidates may be asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College admits male and female graduate students of any race, color, creed, handicap, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. Smith College does not discriminate on the basis of race, color, creed, handicap, sex, or national origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other programs for graduate students administered by the college.

## **Residence Requirements**

Students who are registered for a graduate degree program at Smith College are considered to be in residence. With the approval of their academic adviser and the director of graduate study, they may take a maximum of three courses for degree credit at Amherst, Hampshire, or Mount Holyoke College or the University of Massachusetts. We strongly recommend that work for advanced degrees be continuous; if it is interrupted, or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree must be completed within a period of four years. During this period a continuation fee of \$50 will be charged for each semester in which a student is not enrolled at Smith College in course work toward the degree.

## **Degree Programs**

### **Master of Arts**

Applicants to the Master of Arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department.

Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of eight semester courses of work, of which at least four, including those in preparation of the thesis, must be of graduate level. The remaining four may be undergraduate courses (of intermediate or advanced level), but no more than two courses at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for as many graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a Pass/Fail basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is normally equivalent to one or two semester courses. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the departments of art, history, physics, psychology, and sociology, which occasionally accept M.A. candidates under special circumstances, departments that are not listed do not offer this degree.

**Biological Sciences.** Candidates for admission should present work equivalent to an undergraduate major in biological sciences, as well as courses in related sciences. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of two semester courses spent in research for the thesis. We offer opportunities for advanced study and research in a wide variety of specializations within the department.



**Chemistry.** The bachelor's degree with a major in chemistry is usually required for admission to graduate work. The program for the master's degree ordinarily includes the equivalent of two semester courses spent in research for the thesis, as well as two semester courses in both physical chemistry and organic chemistry. The program also includes work in inorganic chemistry, biochemistry, physics, and mathematics, depending on the field of the thesis.

**Education and Child Study.** At least three semester courses in education above the freshman level should be included in an applicant's undergraduate training, as well as supporting courses in child development and psychology or history and philosophy. Education 452a or b and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and should submit scores for either the Miller Analogies Test or the Graduate Record Examination.

**French.** Candidates should have had an undergraduate major in French or its equivalent, although exceptions will be made in individual cases. All candidates should submit with their applications a long paper in French.

**Italian.** Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature, or in a subject related to Italian studies, such as art, history, or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year as participants in the Smith College Junior Year Abroad Program in Florence, Italy, and must complete a thesis and the equivalent of eight semester courses at the graduate level.

**Music.** Candidates should have had at least nine semester courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history, and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard, and a reading knowledge of German, French, or Italian to be established by a short language examination administered to entering students by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The Master of Arts program in music, normally completed in two academic years, requires 12 semester courses, normally distributed as follows: a minimum of six at the graduate level (two of which will be in preparation of the thesis), and a maximum of six at the undergraduate level (two of which—with the approval of the departmen-



tal graduate adviser—may be at the intermediate level). Two of the 12 required semester courses may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect four semester courses in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

**Philosophy.** A candidate should have had at least six semester courses in philosophy and three semester courses in closely related fields. A two-semester thesis is required.

**Religion.** Because the department's course offerings for graduate study are limited, admission will normally be limited to qualified applicants whose personal circumstances (family, job, or the like) require them to reside within commuting distance of Smith College. A candidate should have completed undergraduate studies in religion or in related fields such as can satisfy the department that he or she has the competence for graduate work in religion. *In addition to* the eight courses required by the college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

**Theatre.** A candidate should have had at least four semester courses in theatre, including work in aspects of theatre outside the area of specialization. The program for the master's degree consists of eight semester courses, including the preparation of the thesis. The thesis may be based on research in one of the following fields: dramatic literature (with or without a directorial component), dramatic criticism, history of the theatre, or playwriting.

### **Master of Arts in Teaching**

The degree of Master of Arts in Teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including approximately six semester courses in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. A reading knowledge of at least one foreign language is required. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.

The departments of art, biological sciences, chemistry, classics, English, French, history, music, and physics actively cooperate with the education and child study department in administering the M.A.T. program.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Normally candidates earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of eight semester courses. Inexperienced teachers take a total of 10 semester courses, including two in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. The student without teaching experience takes a minimum of four semester courses in the teaching field and three semester courses in education, and practice teaching. An experienced teacher takes a minimum of four semester courses in the teaching field and two semester courses in education. Of the eight courses in the regular academic year, three should be at the graduate level and no more than two at the intermediate level. To qualify for a degree the candidate must obtain a grade of B – or better in all courses or seminars, although a grade of C in one semester course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a Pass/Fail basis.

### **Master of Education**

The program leading to the degree of Master of Education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the Master of Education program will ordinarily complete the requirements for certification in the various states, including the fifth year required for some states.

Candidates for the degree of Master of Education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. Applicants without teaching experience must submit a long paper that is representative of their work. Applicants with teaching experience should submit a recommendation concerning their teaching.

Eight semester courses are required for this degree, but no thesis is required. Candidates take practice teaching or equivalent course work according to their teaching experience. Three courses should be at the graduate level and no more than two at the intermediate level. To qualify for a degree the candidate

must obtain a grade of B- or better in all courses or seminars, although a grade of C in one semester course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a Pass/Fail basis.

### **Master of Education of the Deaf**

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of Master Education of the Deaf. The Smith College bulletin describing the program may be obtained from the Department of Education, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01063.

### **Master of Fine Arts (Department of Dance)**

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate unusual interest and ability in dance. Performance, production, choreography, and history of dance are stressed. To count toward the degree, all work must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a Pass/Fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult Susan Waltner, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

### **Master of Science in Physical Education**

Men and women students who have a bachelor's degree or its equivalent are eligible for programs of study leading to the Master of Science in Physical Education in 1) Coaching of Women's Sports, or 2) Scientific Bases of Human Performance. Students who do not have an undergraduate degree in physical education or appropriate science prerequisites should anticipate work beyond the normal eight courses required. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-. Courses for graduate credit may not be taken on a Pass/Fail basis.

Students who intend to pursue the coaching sequence should have advanced skill and previous teaching and/or coaching experience, and are required to: 1) work with at least one intercollegiate team; and 2) take seven additional courses. A thesis, special project, or comprehensive exam is required. Students who pursue the scientific foundations sequence are required to: 1) take eight semester courses with emphasis in exercise physiology, motor control and learning, sport psychology or biomechanics; and 2) write a thesis. Students interested in teaching certification may receive such by taking appropriate courses in education along with the exercise and sport studies curriculum.



### **Doctor of Philosophy**

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of Doctor of Philosophy. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based upon original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the thesis director and two other members of the faculty.

The degree of Doctor of Philosophy is occasionally granted in the Department of Biological Sciences; however, the department strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts. The Five College Ph.D. Program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

Applicants to either the Five College or the Smith College Ph.D. Program should hold a master's degree or its equivalent. Highly qualified students with little or no previous graduate work in biological sciences may be accepted, but they must fulfill the course requirements for the master's degree in addition to such other requirements as are set by the guidance committee. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination.

## **Non-Degree Programs**

### **Certificate of Graduate Studies**

We award the Certificate of Graduate Studies to foreign students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the Committee on Graduate Study. This program must include at least seven semester courses completed with a grade of C or better. At least five of these courses should be above the intermediate level.

### **Diploma in American Studies**

This is a one-year program open only to foreign students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively,



for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have had at least three years of university-level work, or the equivalent, in an approved foreign institution of higher learning and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is February 1.

The program consists of a minimum of six semester courses: American Studies 455a and 455b (special seminars for Diploma students only), four other courses in one or more of the cooperating disciplines, and a long paper.

### Special Students

Well-qualified students who wish to take courses are required to file a non-degree student application along with an official undergraduate transcript showing the date and degree received. The permission of each course instructor is necessary. The application deadline is *August 1* for the fall semester and *December 1* for the spring semester. Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a non-degree student may count toward the degree with the approval of the department concerned. Non-degree students are not eligible for financial aid.

## Housing and Personal Services

### Housing

Two on-campus housing options may be available for graduate students for the 1985-86 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Office of Graduate Study. Please note that the college and all its dormitory facilities are closed during Thanksgiving vacation, winter recess, and spring recess.

**Room-Only Plan.** Cooperative graduate house with single and double bedrooms, large kitchen, no private bathrooms. The fee of \$1740 includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, and linens. Students provide their own board.

**Room and Board Plan.** Graduate floor of an undergraduate dormitory or off-campus residence owned and maintained by the college on Bedford Terrace. Single and double bedrooms, no private bathrooms. The fee of \$3860 includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, and linens, plus all meals, which must be taken in the college dormitory assigned to residents.

## Health Services

Students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blank forms, which will be sent for this purpose, must be returned by the student to Health Services. Transcripts of official college health service records are satisfactory.

Graduate students, both full time and part time, are eligible to use the Doctors' Office (Outpatient Department) and to participate in the Smith College health insurance program as follows:

I. Doctors' Office (Outpatient Department)—use requires health report as described in the first paragraph of this section.

II. Health Insurance—the college has its own insurance plan, underwritten by Fred. S. James & Co., which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting the student over a 12-month period whether in residence at college or not.

All full-time students (three or more courses) are required to carry either a) the Smith College health insurance plan (single students), or b) a plan for married students available through the School for Social Work, unless they show that they have comparable coverage under a private plan.

## Finances

### Tuition and Other Fees\*

Application fee _____	\$ 30
Tuition for full-time work, for the year** _____	9,900
Room and board for the academic year† _____	3,860
Tuition for part-time work, per semester course _____	1,240
Health insurance (optional if alternate coverage can be demonstrated) _____	240
Continuation fee, per semester _____	50
Graduation fee _____	25
Fees for non-degree students (special students)	
Application fee _____	30
Fee per course _____	1,240

\* Subject to change.

\*\* This entitles students to use outpatient services that include examination and treatment by the college physicians, most laboratory examinations, and other services.

† This does not include Christmas and spring recesses. All houses are closed during Christmas vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.

For additional information concerning fees for practical music and studio art see pp. 67, 68.

Statements for semester fees are mailed on or about July 20 and December 7. Payment of charges for the first semester is due by August 15; for the second semester by January 7. Balances unpaid at this time are subject to a late payment charge equivalent to an annual percentage rate of 18 percent. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

### Deposit

A general deposit in the amount of \$100 payable upon acceptance is required from each student. (This is a one-time deposit that will be refunded following graduation or for continuing students upon withdrawal, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in case of withdrawal before entrance.)

### Withdrawal Refunds

Commitments to faculty and staff are made by the college in advance of the school year. They are based on anticipated student enrollment and are not subject to change. Students who withdraw prior to the first day of classes will receive a full refund. Students who withdraw on or after the first day of classes will be entitled to a tuition refund as follows:

Prior to the second week of classes _____	75%
Prior to the third week of classes _____	50%
Prior to the fourth week of classes _____	25%
Prior to the fifth week of classes _____	10%
Thereafter _____	0%

### Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Application forms for scholarships may be obtained from the director of graduate study; completed applications and all supporting material are due March 1: the Financial Aid Form (FAF); copy of parent's IRS Form 1040, upon request; copy of student's IRS Form 1040 or 1040A.



Several scholarships are available for foreign students. Candidates should write as early as November, if possible, to the director of graduate study for application forms and details about required credentials; completed applications should be received by February 1.

Teaching fellowships and graduate assistantships are available in the science departments and also in the departments of education and child study, exercise and sport studies, dance, and music. The stipend at present is \$5,800 for the first year and \$6,200 for the second year, with tuition fees waived. Applicants should obtain forms from, and submit completed applications to, the director of graduate study. Appointments are usually made early in April; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment. During the academic year the research fellow usually carries a half-time graduate program. These teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid in College Hall. A National Direct Student Loan or a Guaranteed Student Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College. Requests for information should be addressed to Karen Tatro, assistant director for student loans, Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

The Office of Financial Aid also has information about limited campus employment opportunities for graduate students.

## Changes in Course Registration

*During the first 10 class days* (up to Friday, September 21, in the first semester, and Friday, February 8, in the second semester) a student may *drop* or *enter* a course with the approval of the adviser.

*After the first 10 class days:*

A. A student may *enter* a course no later than September 30, in the first semester, and February 15, in the second semester, with the permission of the instructor, the adviser, and the director of graduate study.



B. A student may *drop* a course up to 20 days before the last day of classes (Tuesday, November 12, in the first semester, and Friday, April 4, in the second semester):

- (1) after consultation with the instructor; and
- (2) with the approval of the adviser and the director of graduate study.

A course dropped prior to the last 20 class days will not appear on the student's permanent record.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin board at the beginning of each semester.

## Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a request for an extension to reach the graduate office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the time of initial enrollment in that course. If no grade is on file in the Office of Graduate Study by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.





## The Campus and Campus Life

**T**he strength of the liberal arts program at Smith is mirrored by the facilities and services that support it. We continually improve our library and museum holdings, which already are among the finest in the country, and upgrade our equipment to give students here every technological advantage.

### Facilities

Much of the daily campus activity at Smith occurs in the following centers.

#### **William Allan Neilson Library**

With a collection of books, periodicals, newspapers, microforms, phonodiscs, photographs, facsimiles, and slides well in excess of one million items, the Smith College library rivals the holdings of many universities. We are committed to providing undergraduates with first-hand research opportunities and therefore maintain an open-stack policy. We offer our users many support services, which are described in various brochures available near the reference desk in Neilson Library. Chief among them are individualized bibliographic assistance, on-line database searches, and access to other library collections through interlibrary loan. During the 1985-86 academic year, terminals in each of the libraries will provide students with access to the on-line union catalog of the libraries of Amherst, Hampshire, and Mount Holyoke Colleges and the University of Massachusetts at Amherst, as well as Smith.

For greater convenience to Smith students, we operate specialized branch libraries in the Clark Science Center (Science Library), the Fine Arts Center (Hillyer Art Library), and the Mendenhall Center for the Performing Arts (Werner Josten Library).

The William Allan Neilson Library houses the bulk of the collection, over 710,000 volumes, and is the home of the Rare Book Room with its collection of over 15,000 books, manuscripts, and ephemera. The Rare Book Room is available to undergraduates who want to examine rare materials in detail.

The Sophia Smith Collection, a women's history archive, and the college archives, which preserves the college's history, are located in Alumnae Gymnasium, which is connected to the Neilson Library.

Library hours:	Monday–Friday	7:45 a.m.–Midnight
	Saturday	9:00 a.m.–Midnight
	Sunday	10:00 a.m.–Midnight

(During the pre-exam study periods, midyear and final examination periods, Neilson is open until 2:00 a.m.)

Library summer hours:	Monday–Thursday	8:00 a.m.–9:00 p.m.
	Friday	8:00 a.m.–5:00 p.m.
	Saturday	Noon–5:00 p.m.
	Sunday	Closed

### **Clark Science Center**

The Clark Science Center meets the most exacting specifications for modern scientific experimentation and equipment. It includes Burton Hall, where the center's administrative office can be found as well as classrooms, laboratories, and faculty offices; McConnell Hall, with a large lecture hall holding 200, classrooms and laboratories, a computer terminal room and computer resource center, and faculty offices; and Sabin-Reed Hall, with its classrooms, laboratories, faculty offices, and the Science Library, where more than 101,141 volumes, 8,503 microfilms, and an extensive periodicals collection are available. The classrooms and laboratories customarily hold between 12 and 20 students, and each faculty member has a private office and research space. Student research space is also available.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory reserved for students to use. The campus grounds are an arboretum, with plants and trees labelled for easy identification.

In addition to the on-campus facilities, we also have an observatory, located in West Whately, that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Science Library hours:	Monday–Thursday	8:00 a.m.–11:00 p.m.
	Friday	8:00 a.m.–10:00 p.m.
	Saturday	9:00 a.m.–10:00 p.m.
	Sunday	Noon–10:00 p.m.

### **Fine Arts Center**

The three portions of the Fine Arts Center serve different functions. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection represents works dating from the twelfth century B.C. to the present. Museum cata-



logues and other publications are available at the museum. Hillyer Hall is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking, and photography are supplemented by darkroom facilities, faculty offices, classrooms, and the Hillyer Art Library with more than 45,000 volumes and 68,000 photographs. Graham Hall is a large auditorium that is used as needed for exhibition space, large lectures, and special media presentations. These three buildings open onto a shared sculpture courtyard.

Art Library hours:	Monday–Thursday	7:45 a.m.–11:00 p.m.
	Friday	7:45 a.m.–10:00 p.m.
	Saturday	10:00 a.m.–10:00 p.m.
	Sunday	Noon–10:00 p.m.
June–August:	Monday–Friday	9:00 a.m.–1:00 p.m.
Museum hours:	Tuesday–Saturday	Noon–5:00 p.m.
	Sunday	2:00–5:00 p.m.
	Mondays and academic holidays	Closed
June:	Tuesday–Friday	By appointment
July–August:	Tuesday–Saturday	1:00 p.m.–4:00 p.m.

### **Mendenhall Center for the Performing Arts**

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre, and dance. Three sides of the quadrangle were completed in 1968, joining stately Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers and their audiences accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive studios, shops, and lounges that support production in Theatre 14, which holds an audience of 460, the versatile Hallie Flanagan Studio, with its movable seats for 200, and the T.V. Studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 26,000 books, 35,000 scores, and 43,000 records to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Sage Hall allows students to practice their music at one end and perform it in a gracious auditorium seating 750 at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned with a tower with a peal of eight bells hung for change ringing.

#### **Werner Josten**

Library hours:	Monday–Thursday	8:00 a.m.–10:45 p.m.
	Friday	8:00 a.m.–9:00 p.m.
	Saturday	10:00 a.m.–9:00 p.m.
	Sunday	Noon–10:45 p.m.

**Wright Hall**

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the 44-booth language laboratory, the Jahnige Social Science Research Center with 16 computer terminals and more than 500 data sets, the conference lounge, and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions, and for research.

Language lab hours:	Monday–Thursday	8:30 a.m.–10:00 p.m.
	Friday	8:30 a.m.–5:00 p.m.
	Saturday	Closed
	Sunday	1:15–10:00 p.m.

**Center for Academic Computing**

While the Center for Academic Computing offices are located in Stoddard 21-24, academic computing spans the campus, with an ever-growing number of terminals and microcomputers in smaller computing resource centers around the campus. We continually upgrade and expand our system. Currently we are working to put access to computers in most buildings on campus, including residential houses, through a campus-wide Local Area Network. Students can access the Digital VAX 11/785 virtually 24 hours a day for completing specific course assignments, for bibliographic searches, for concordance work, and for many more creative purposes. A VAX 11/750 is used by students in the Introduction to Computer Science course. More than three dozen IBM Personal Computers are available to students and faculty for text processing, financial analysis, and other general purpose computing uses. Staffed by four professionals and more than 75 student assistants, the Center for Academic Computing is an active and accessible center for all students.

**Ainsworth/Scott Gymnasia**

As Sophia Smith's will required, physical activity continues to hold an important place at Smith. The Ainsworth/Scott Gymnasia are a testament to the importance of exercise and athletics at Smith. In addition to two gymnasia and a swimming pool with one- and three-meter diving boards, the complex offers two weight training rooms, a dance studio, athletic training room, and human performance laboratory. During 1986-87, a new athletic facility that includes a 200-meter indoor track and four tennis courts will open adjacent to the gymnasia. Squash players enjoy the six squash courts, which include two exhibition courts with galleries seating 125 spectators. There is a locker/shower room for men and women in each facility as well as one for visiting teams.

The facilities of the Ainsworth/Scott Gymnasia are expanded by the 30 acres of athletic fields, including a lighted field for evening games, a rigorous 5,000-meter cross country course, a 400-meter all-weather track, a three-quarter-mile

cinder jogging track, and 12 lighted outdoor composition tennis courts. Our shells are housed in the boathouse on the Connecticut River. We have five "eights" and one "four," and the boathouse on Paradise Pond houses eight barges, one double, four singles, and 12 canoes.

Ainsworth/Scott Gymnasia hours:	Monday–Friday	7:00 a.m.–10:30 p.m.
	Saturday–Sunday	9:00 a.m.–10:00 p.m.

## Student Residence Houses

Smith is a residential college, and students live in 34 houses with capacities of between 16 and 90 students. The houses range in architectural style from modern to Gothic and Classic Revival. Each house has a comfortable living room, a study or library, and laundry facilities. Most houses have a dining room where students eat meals prepared by the house kitchen staff. The houses provide a homelike atmosphere and supportive climate for learning. All four academic classes are represented in most houses, and students advise one another on academic matters as well as share various extracurricular interests. A small cooperative house and an apartment complex for a limited number of seniors offer alternative living arrangements to students.





## Athletics and Exercise

Students' physical well-being is of prime importance, both for their success at Smith and afterwards as a lifetime pattern. We encourage exercise and sport through several levels of instruction in a broad range of activities through the Department of Exercise and Sport Studies, pp. 180–85, with both credit and non-credit courses. Our Athletic Program, pp. 325–26, invites students to join team sports through the competitive intercollegiate teams and the spirited intramural competitions. Through the variety of options we offer, every student can find a satisfying balance between her intellectual and physical activities.



## Career Development

The Career Development Office provides advisers and counselors to help students and alumnae prepare for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the inevitable changes in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We have introductory programs for students and alumnae who are beginning to think about careers. We also hold seminars, workshops, and panel discussions that cover career choice and



decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, designing an internship, and summer jobs. We teach students how to assess their individual interests, strengths, and weaknesses; how to establish priorities and make decisions; how to present themselves effectively; and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research. They practice interviewing on videotape and can create or update résumés and cover letters on our word-processing equipment.

We encourage all students to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee."

## Health Services

Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians for medical problems and questions, just as they would see their own doctors at home. There is no charge for an outpatient visit. The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other doctors. In our own facilities we can provide some medicines, heat treatment such as hydrocollator and whirlpool baths, injections for desensitization as requested by a student's own physician, and most immunizations for travel. We also have some orthopedic appliances for loan and rent.

We offer a number of other services to our patient population as well. Students who are ill and need some medical supervision but do not require acute care may be admitted to our intermediate health care facility by one of the college physicians. There is a charge for this care for those students not electing to enroll in the Smith College insurance plan. In cases of unusual or serious illness, specialists in the Northampton and Springfield areas are readily available for consultation. The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Any student may come for confidential personal counseling to the Student Counseling Service, at no cost.

The college offers its own insurance policy, underwritten by Fred. S. James & Co., that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans, protecting our students over a 12-month period whether or not they are in residence at the college. Before registration, every student must be

covered under some plan and must give her membership number and the name and address of the insurance carrier to the treasurer's office.

We maintain certain regulations in the interest of community health as outlined in the Smith *Handbook* and expect all students to comply. For incoming students, this includes submitting all parts of a completed health report to the Smith College Health Services before enrollment. Students accepted for a Junior Year Abroad Program or planning to participate in intercollegiate sports or certain exercise and sport programs are first required to have a physical exam by a college physician.

## Religious Expression

We are a religiously diverse community, which gives our students the opportunity to learn from one another about varying religious beliefs and forms of worship. We encourage all members of the Smith community to use the Helen Hills Chapel as a place to express their religious and social concerns and to celebrate their faiths. The chaplains, who are dedicated to a spirit of mutual respect, represent the Protestant, Catholic, and Jewish faiths and organize weekly services of worship at the chapel for each. The Ecumenical Christian Church, Newman Association, and B'nai B'rith Hillel Foundation are active religious groups on campus that present additional programs of religious, ethical, and cultural interest when the college is in session. Other student religious groups, including the Evangelical Fellowship, Campus Crusade for Christ, the Baha'i Fellowship, and the Black Gospel Jubilation, use the chapel's facilities, which include a lounge and library as well as the sanctuary, for their programs and services. Additionally, the chaplains welcome students to their offices downstairs in the chapel to talk about religious or personal matters.

The Helen Hills Chapel serves many functions for a wide variety of groups and individuals at Smith. Visitors may hear any of a number of choirs rehearsing in the balcony upstairs, see exhibits of religious art in the corridor downstairs, or smell a meal cooking for a gathering later in the day.

Area churches, synagogues, and other religious communities representing most denominations enjoy having students join their services and programs as well.

## The Campus Pace

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic, and socio-economic backgrounds. We generate many groups, activities, and events

that cover a broad range of interests. We welcome members of the Five College consortium into classes and at most campus events. Their participation expands even further the perspectives and experiences that we represent.

All students at Smith are part of the Student Government Association. The SGA allocates a budget in excess of \$235,000 to more than 50 student organizations to support their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits, and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members, and alumnae also contribute to the already full schedule.

The daily campus patterns include periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching, and also for friends, fun, and relaxation. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.







# The Student Body

## Summary of Enrollment, 1984-85

### Undergraduate Students

	Class of 1985	Class of 1986	Class of 1987	Class of 1988	Ada Comstock Scholars	Totals
Northampton area <sup>1</sup>	671	434	597	628	134	2,464
Not in residence <sup>2</sup>	26	230	14	—	8	278
Five College course enrollments at Smith:						
				First semester		426
				Second semester		475

### Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	45	18	21

1. Guest students are included in the counts of students in the Northampton area.

2. Smith students studying in the Junior Year Abroad and affiliated study abroad programs and off-campus study programs, and students on leave from the college, are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 40 Smith students and 3 guest students in Paris; 10 Smith students and 3 guest students in Hamburg; 22 Smith students and 11 guest students in Geneva; and 3 Smith students and 7 guest students in Florence.

## Geographical Distribution of Students, 1984-85

United States						
	Class of 1985	Class of 1986	Class of 1987	Class of 1988	Ada Comstock Scholars	Graduate Students
Alabama	2	—	2	—	—	—
Alaska	2	—	—	2	—	—
Arizona	1	7	4	4	—	—
Arkansas	1	1	—	—	—	—
California	27	44	47	54	—	3
Colorado	3	4	4	3	—	—
Connecticut	59	41	51	53	6	6
Delaware	2	4	2	4	—	—
District of Columbia	6	2	2	5	—	—
Florida	10	11	9	—	—	1
Georgia	9	3	5	4	—	—
Hawaii	3	3	1	3	—	—
Idaho	—	—	—	—	—	—
Illinois	18	20	13	19	—	—
Indiana	5	8	4	4	—	—
Iowa	4	2	—	—	—	—
Kansas	1	2	3	3	—	—
Kentucky	4	1	4	5	—	—
Louisiana	1	1	1	—	—	—
Maine	12	12	5	11	—	2
Maryland	12	15	12	16	—	—
Massachusetts	155	130	107	97	117	56
Michigan	6	8	8	10	—	—
Minnesota	6	4	8	7	—	—
Mississippi	—	1	1	—	—	—
Missouri	2	4	1	2	—	—
Montana	1	—	—	—	—	—
Nebraska	—	—	1	2	—	—
Nevada	1	—	—	1	—	—
New Hampshire	15	14	17	17	3	3
New Jersey	47	52	38	54	—	2
New Mexico	1	—	—	2	—	—
New York	121	109	96	98	—	13
North Carolina	1	2	2	2	—	—
North Dakota	—	—	—	—	—	—

	Class of 1985	Class of 1986	Class of 1987	Class of 1988	Ada Comstock Scholars	Graduate Students
Ohio	16	14	15	11	—	1
Oklahoma	—	—	2	4	—	—
Oregon	2	1	4	2	—	—
Pennsylvania	29	19	23	19	1	1
Puerto Rico	4	4	3	4	—	—
Rhode Island	9	7	5	2	—	—
South Carolina	2	2	—	—	—	—
South Dakota	—	1	—	—	—	—
Tennessee	2	3	8	6	1	—
Texas	13	13	15	8	—	1
Utah	—	1	3	3	—	—
Vermont	8	6	6	8	5	3
Virginia	8	8	12	12	—	2
Washington	4	8	6	5	1	—
West Virginia	2	—	4	—	—	—
Wisconsin	6	4	1	4	—	2
Wyoming	—	2	1	—	—	—

### Foreign Countries

	Class of 1985	Class of 1986	Class of 1987	Class of 1988	Ada Comstock Scholars	Graduate Students	Total from Country
Argentina	1	1	—	—	—	1	3
Australia	—	—	1	—	—	—	1
Austria	2	—	—	1	—	1	4
Bermuda	—	1	—	—	—	—	1
Canada	4	7	4	3	1	—	19
Central Africa	—	—	—	—	—	1	1
Chile	—	1	—	—	—	—	1
Denmark	1	1	—	—	—	—	2
Ecuador	—	—	2	—	—	—	2
Federal Republic of Germany	5	4	—	—	1	5	15
France	1	—	1	4	—	2	8
Ghana	1	1	1	—	—	—	3
Greece	—	2	3	3	—	—	8
Guatemala	—	—	2	—	—	—	2
Hong Kong	1	2	4	5	—	1	13

	Class of 1985	Class of 1986	Class of 1987	Class of 1988	Ada Comstock Scholars	Graduate Students	Total from Country
India	2	4	—	5	—	6	17
Iran	—	—	2	—	—	—	2
Ireland	—	1	—	—	—	—	1
Israel	—	—	—	—	—	1	1
Italy	1	—	1	—	—	2	4
Jamaica	1	—	—	—	—	—	1
Japan	4	3	2	3	—	—	12
Jordan	—	—	1	—	—	—	1
Kenya	—	1	—	1	—	—	2
Korea	9	4	5	1	—	—	19
Lebanon	—	—	1	—	—	—	1
Liberia	—	—	—	1	—	—	3
Malaysia	—	2	—	1	—	—	3
Netherlands	—	1	—	—	—	—	1
Norway	—	—	1	—	—	—	1
Pakistan	1	1	1	3	—	—	6
People's Republic of China	2	—	—	1	—	4	7
Philippines	—	3	3	1	—	—	7
Republic of Panama	—	—	1	2	—	—	3
Spain	—	1	—	1	—	—	2
Sri Lanka	—	—	—	1	—	2	3
Sweden	—	1	—	—	—	—	1
Switzerland	1	2	—	2	—	2	7
Taiwan	2	2	—	—	—	1	5
Trinidad	—	1	2	—	—	—	3
Tunisia	—	1	—	—	—	—	1
Turkey	—	1	—	1	—	—	2
United Kingdom	3	4	3	4	—	4	18
Venezuela	—	—	—	1	—	—	1
Vietnam	1	—	—	—	—	—	1
West Indies	3	—	1	1	—	—	5



## Majors by Department, 1984-85

	Class of 1985		Ada Comstock Scholars	Class of 1986	Totals
	(Srs.)	(Hon.)			
Government	96	4	—	82	182
Economics	92	6	1	74	173
English	60	11	4	66	141
Art	63	4	2	54	123
Psychology	57	4	—	53	114
Biological Sciences	50	—	—	36	86
Mathematics	25	—	1	38	64
History	23	4	4	31	62
American Studies	24	1	2	25	52
French	23	3	—	25	51
Biochemistry	21	—	—	26	47
Theatre	24	2	—	15	41
Computer Science	16	—	1	13	30
Sociology	13	—	2	13	28
Education and Child Study	11	2	5	8	26
Chemistry	12	2	—	7	21
Geology	10	—	—	10	20
Philosophy	6	1	1	9	17
Religion	11	—	1	4	16
Comparative Literature	8	—	—	7	15
Music	6	—	—	9	15
German	6	1	—	6	13
Spanish and Portuguese	9	—	—	3	12
Anthropology	4	1	1	5	11
Classics	6	1	—	3	10
Physics	3	—	—	6	9
Russian	5	—	—	2	7
Afro-American Studies	1	1	—	4	6
Italian	2	—	—	1	3
Astronomy	1	1	—	—	2
Medieval Studies	—	—	—	2	2

### Independently Designed Majors

Ancient Studies	3	Neuroscience	1
East Asian Studies	3	Public Policy	1
Ethics	1	Smith Scholars	3
Latin	1	Third World Development	1



# Academic Achievements, Prizes, and Awards

## Academic Achievements

The degree of Bachelor of Arts is awarded on completion of an undergraduate program to the satisfaction of the faculty. The degree may be awarded Cum laude, Magna cum laude, or Summa cum laude on the basis of a high level of general achievement during the sophomore, junior, and senior years. A candidate who has elected to pursue a Departmental Honors Program may be awarded the degree with Honors, High Honors, or Highest Honors in that program. Candidates designated as Smith Scholars have pursued special individual programs of study.

## First Group Scholars

Smith College students who have a record at the college indicating particularly high academic achievement in the previous year are named First Group Scholars.

## The Dean's List

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or above and who complete at least 24 semester hours for full-time students or 16 semester hours for part-time students.

## Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

## Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at

Smith College during the year 1904-05, and the first undergraduates were elected to membership in April of that year. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

## Prizes and Awards

The Academy of American Poets Poetry Prize, to be awarded annually by the Academy of American Poets through the prize committee of the Department of English Language and Literature for the best poem or group of poems submitted by an undergraduate: **Suzanne Michelle Burns '86.**

The Connecticut Valley Section of the American Chemical Society award to a student who has done outstanding work in chemistry: **Louise Elizabeth Fleck '85.**

The American Chemical Society Award in analytical chemistry to a junior who has done outstanding work in analytical chemistry: **Tamera Kimberly Cole '86.**

The New England Chapter of the American Institute of Chemists award to a senior who displays outstanding promise for advancing the professional aspects of the scientific community: **Janet Lynn Ralbovsky '85.**

The Anita Luria Ascher Memorial Prize, given in her memory by Dr. Liebe D. Sokol 1951 and her parents, to be awarded annually to the student who has shown most progress in German during the year: **Laura Conti '85.**

The Elizabeth Babcock Poetry Prize fund, established by Miss Edith L. Jarvis 1909 in memory of Elizabeth Babcock ex-1911. The income is to be awarded annually for



the poem adjudged best by a committee appointed by the Department of English Language and Literature. The competition is open to all undergraduates who have not already won the prize; the poem submitted may not have been printed previously: **Emma Diane Dryden '86; Sarah Catherine Gemmill '86; Christa Ann Skerry '86; Mary Angela Whalen '85.**

The **Harriet Dey Barnum Memorial Prize** fund, founded by the class of 1916, the income to be used for outstanding work in music: **Rebekah H. Phelps '85.**

The **Suzan Rose Benedict Prize** fund, the income to be awarded at the discretion of the Department of Mathematics to a sophomore for excellence in mathematics, the decision being made by the department: **Lily Chuk-Lin Chan '87; Lynda Jeanne Seuss '87.**

The **Samuel Bowles Prize** fund, the income to be awarded to a senior for the best thesis on a sociological or economic subject: **Shirley Wellspeak Rod '85J; Mikel Arden Durham '85.**

The **Kathleen Bostwick Boyden '70 Memorial Prize** awarded to a member of Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community: **Sarah Havales '85.**

The **John Everett Brady Prize** fund, the income to be awarded for excellence in Latin. One or more prizes are given on the basis of an examination in the translation of Latin at sight, and a further prize is awarded to the student with the best record in the beginning course: **Rachel Susan Howe '85; Vivienne Anne Carey ACS; Claudia Romanini '87.**

The **Margaret Wemple Brigham Prize** fund, established in her memory by friends and associates of the Division of Laboratories and Research of the New York State Department of Health, the income to be awarded to a senior for excellence in bacteriology: **Karen Beth Considine '85.**

The **Amey Randall Brown Prize** fund, given by Miss Mabel Brown 1887 in memory of her mother. The income is to be used as a prize for the best essay on a botanical subject: **Rebecca Ann Rabinow '88; Sharon Marie Ashworth '87.**

The **Vera Lee Brown Prize** fund, the income to be awarded on recommendation of the Department of History for excellence in that subject to a senior majoring in history in the regular course: **Alison Isdale Beach '85.**

The **Yvonne Sarah Bernhardt Buerger Prize** fund, the income to be awarded to those undergraduates who have contributed most vitally to the dramatic activities of the college: **Amy Louise Freitag '85; Miriam Annette Hinkson '85; Francesca Gregory Schmertz '85J; Victoria Amy Stern '85J; Andrea Weber '85; Erin Criseyde Wilson '85.**

The **David Burres Memorial Law Prize**, established in 1985 by the widow (Professor Helen Searing), family, and friends of Attorney Burres, who in his lifetime encouraged the entry of women into the legal profession. The income, to be used for tuition, will be awarded annually to a graduating senior who has been accepted at law school. Preference will be given to those intending to practice law in the public interest: **Kathryn A. Matheson '85J.**

The **C. Pauline Burt Prize** fund, given by Miss Alice Butterfield, the income to be awarded to a student majoring in chemistry or biochemistry who has made an excellent record and shown a high potential for further study in science: **Elizabeth Gillespie Keller '85; Leela Anna Rangan '85.**

The **James Gardner Buttrick** fund, given by Mrs. Buttrick in fulfillment of her husband's wish, the income to be used for a prize for the best essay on a subject in the field of religion and biblical literature suggested by a course in that department and approved by the instructor: **Jillian Fenton '85; Julia Huffman Manchester ACS.**



The **Carlile Prizes**, given by the Very Reverend and Mrs. Charles U. Harris in memory of Dorothea Carlile 1922, for the best original composition for carillon and for the best transcription for carillon: **Cynthia Ann Lerner '85** (both prizes).

The **Julia Harwood Caverno Prize** fund, the income of which is given in the first instance to a member of the junior or senior class for excellence in Greek. A further prize is awarded to the student with the best record in the beginning course: **Nancy Anne Evans '85; Ellen Marie Cotter '85**.

The **Sidney S. Cohen Prize** fund, the income to be awarded at the discretion of the Department of Economics: **Mikel Arden Durham '85; Nabanita Datta Gupta '85; Susan S. Stang '85; Alison S. Kent '85**.

The **Ethel Olin Corbin Prize** fund, the income to be awarded to an undergraduate for the best original poem—preferably blank verse, sonnet, or ballad—or informal essay in English: **Andrea Ruth Nagy '85; Luscia Caitlin Stewart '85**.

The **Merle Curti Prize**, to be awarded annually to that student who submits the best piece of writing on any aspect of American civilization.

The **Dawes Prize** fund, the income to be awarded for the best undergraduate work in political science: **Kathryn A. Matheson '85J; Lara Katharina Levison '85**.

The **Alice Hubbard Derby Prize** fund, the bequest of Mr. Henry R. Lang in memory of his wife, a member of the class of 1885. The income to be used for prizes awarded by the Department of Classical Languages and Literatures to students of the junior and senior classes for excellence in the study of Greek literature in the original in the year in which the award is made: **Sharilyn Rise Nakata '85**.

The **Elizabeth Drew Prize** fund, the income to be awarded to an undergraduate for work in English: **Jennifer Ruth**

**Staletovich '85; Melissa Joy Homestead '85; Jennifer Catherine Selvin '85; Marya Evelyn Mogk '88; Amalia Ines Pereira '85**.

The **Hazel L. Edgerly Prize** fund, founded in memory of Hazel Louise Edgerly 1917, the income to be awarded on the recommendation of the department to a senior in honors in history for distinguished work in that subject: **Lisa Stirling Peck '85**.

The **Constance Kambour Edwards Prize** fund, established by her parents, Ada and George Kambour, the income to be given to the student who has shown the most progress during the year in organ.

The **Ruth Forbes Eliot Poetry Prize**, for the best poem submitted by a member of the freshman or sophomore class: **Renée Marie Colombo '88**.

The **Samuel A. Eliot, Jr., Directing Prize**, established by Julia Heflin 1932, for distinguished achievement by a Smith College undergraduate in the directing of a production or workshop: **Sky Wild '85**.

The **Settie Lehman Fatman Prize** fund, the income to be awarded in two prizes for the best musical composition, preferably in sonata form, and for the best composition in a small form by members of the senior class or graduate students taking Music 342 or Special Studies in Composition or by a student in Music 233: **Rebekah H. Phelps '85; Sylvia Mueller '86J**.

The **Heidi Fiore Prize**, founded by Emary C. Aronson 1982, in memory of Heidi Fiore 1980, for a senior music student: **Sky Wild '85**.

The **Harriet R. Foote Prize** fund, the income of which is to be awarded to the outstanding student in botany, based on an examination record.

The **Henry Lewis Foote Memorial Prize** fund, given by his wife, Harriet Risley Foote 1886, the income to be awarded for excel-

lence in class work in biblical courses:  
**Carol J. Gaudet '85.**

The **Clara French Prize** fund, founded by Mrs. Mary E. W. French, the income to be given to that senior who has advanced farthest in the study of English language and literature: **Lusia Caitlin Stewart '85.**

The **Helen Kate Furness Prize** fund, founded by Horace Howard Furness, the income of which is given for the best essay on a Shakespearean theme. There is no restriction on the length of the essays, but in general they are not to be shorter than 4,000 words or longer than 10,000 words. The competition is open to all essays on a Shakespearean theme (except honors theses) prepared in courses and recommended by the instructors of those courses: **Melissa Joy Homestead '85; Lusia Caitlin Stewart '85.**

The **Sarah H. Hamilton Memorial Prize** fund, given by her sister Julia H. Gleason, the income to be awarded for an essay on music: **Frances Anne Chiu '85.**

The **Arthur Ellis Hamm Scholarship Prize** fund, founded by Elizabeth Creevey Hamm 1905 in memory of her husband, Captain Arthur Ellis Hamm, the income to be awarded to a freshman on the basis of the year's record: **Jennifer L. Lewis '87; Erica R. Massey '87.**

The **James T. and Ellen M. Hatfield Memorial Award** fund, the income to be presented annually to a member of the graduating class who has shown unusual talent and ability in her literary work in the Department of English. Memorial given by Virginia Thorpe Hatfield 1922 in honor of her parents: **Elizabeth Anne Ghiselin '85.**

The **Hause-Scheffer Memorial Prize** fund, founded in memory of Frances A. Hause 1922, the income to be awarded to the senior who has majored in chemistry and has made the best record in that subject: **Louise Everingham McGavic '85.**

The **Denis Johnston Playwriting Award** fund for the best play or musical written by an undergraduate. The author must be a student at Amherst College, Hampshire College, Mount Holyoke College, Smith College, or the University of Massachusetts: **Sharon Julie Pomerantz '87; Jennifer Skyla Fay '85; Erin Criseyde Wilson '85; Lorraine Jean Portman '87; Matthew T. McGrail, University of Massachusetts; James Lamb, Amherst College.**

The **Mary Augusta Jordan Prize**, given by the Alumnae Association to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course at Smith College: **Amalia Ines Pereira '85.**

The **Florence Corliss Lamont Prize**, a medal to be awarded for work in philosophy: **Norah Emily Walsh Mulvaney '85.**

The **Phyllis Williams Lehmann Travel Award**, established in 1979 by friends and former students, the income to be awarded to a senior majoring in the history of art, with preference given to students interested in pursuing the study of classical art at the graduate level: **Me'l Christensen '85.**

The **Ruth Alpern Leipziger French Fellowship Prize** fund, established by family and friends, the income to be awarded by the Department of French to an outstanding major participating in the Junior Year Abroad Program in Paris: **Anne Elizabeth Ford '86.**

The **Emogene Mahony Memorial** fund for the furtherance of English literature and dramatic art, from which an award is made for the best essay on a literary subject written by a freshman, and for the best honors thesis submitted to the Department of English Language and Literature: **Alakananda Chatterjee '88.**

The **Emogene Mahony Memorial Prize** fund, founded by Miss Ethel Haskell Bradley 1901, the income to be given for proficiency in organ: **Cynthia Ann Lerner '85.**

The **Jeanne McFarland Prize**, established by Margaret A. Mull, to an undergraduate who has done the best work in women's studies: **Shirley Wellspeak Rod '85**.

The **John S. McKeel Memorial Prize** fund, given in his memory by his wife, the income of which is to be awarded annually to a member of the senior class, selected by the Department of Philosophy, for outstanding work in philosophy: **Karen Elizabeth Brown '85; Sarah Winspeare Forney '85**.

The **Bert Mendelson Prize** fund, the income to be divided between a sophomore, for excellence in computer science courses, and a senior computer science major, for excellence in computer science: **Diane Edmee Downie '85; Susan Melanie Muldoon '85**.

The **Thomas Corwin Mendenhall Prize**, given by the Alumnae Association, to be awarded at January Convocation at the discretion of the Department of History for an essay of approximately 2,000 words on a theme evolving from any 100-level history course taken in the freshman year. Entries submitted by students to be received no later than November 1 of the sophomore year: **Anne E. Mairs '87**.

The **Samuel Michelman Memorial Prize** fund, given in his memory by his wife, the income to be awarded to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college.

The **Mrs. Montagu Prize** fund, founded by Abba Louisa Gould Woolson in honor of Elizabeth Montagu, the income to be awarded for the best essay on a literary subject concerning women: **Melissa Joy Homestead '85**.

The **Judith Raskin Memorial Prize**, established by the family of Judith Raskin '49, who went on to a major international career in opera, concert, television, teaching, and musical administration at the National Endowment for the Arts. To be given to the outstanding voice student, with preference

given to a senior, as selected by the voice faculty: **Carol Elaine Rhodes '85**.

The **Victoria Louise Schragger Prize** fund, given in her memory by her family and Miss Marjorie Hope Nicholson, the income to be awarded annually to a senior who has maintained a distinguished academic record and has also taken an important part in student activities: **Adele Claire Langie '85**.

The **Donald H. Sheehan Memorial Prize**, to a member of the senior class for outstanding work in American studies: **Amy Louise Freitag '85; Gabrielle Russomagno '85**.

The **Andrew C. Slater Prize** fund, the income to be awarded for excellence in debate: **Jennifer Susan Conovitz '85; Martha Clara Nickerson Vail '86; Victoria Jean Harris '88; Nadine Marian Qashu '88**.

The **Smith Council of the Society Organized Against Racism Prize** fund, the income to be awarded to the student whose community service and academic program have furthered understanding of cultures, communities, and individuals who have historically borne the brunt of racism: **Karen Dorothea Perkins '85; Grace C. S. Wang '85**.

The **William Sentman Taylor Award** for significant work in human values, a quest for truth, beauty, and goodness in the arts or sciences: **Nancy Marie Buonanno '85**.

The **Rosemary Thomas Poetry Prize** fund, the income to be awarded by a committee of members of the Smith College Department of English Language and Literature to the undergraduate student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life: **Suzanne Michelle Burns '86; Alice Mary Christian '85; Elizabeth Bennett Crowell '86**.

The **Ernst Wallfisch Prize** in music performance (vocal or instrumental) to be awarded to a graduating senior who has demonstrated outstanding talent, commitment, and diligence: **Helen Langdon Gover '85**.



The **Frank A. Waterman Prize** fund, the income to be awarded to a senior who has done excellent work in physics: **Ingeborg Heyer '85**.

The **Maya Yates Prize** for the best piece of writing other than literary analysis: **Megan Hart Jones '88; Vanessa Shulman '85**.



## Fees, Expenses, and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socio-economic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room, and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room, and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by endowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

### Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. We promise to meet the documented financial need of every student who is accepted at Smith. Our average financial aid award, which includes a grant, loan, and campus job, is in excess of \$8,000, and more than one-third of our student body qualify for need-based aid. Almost another third use student loans and jobs to help meet costs.

#### 1985-86 Required Annual Fees

	First semester	Second semester	Total
Tuition	\$4,950	\$4,950	\$9,900
Room and board	1,930	1,930	3,860
Activities fee	85		85
	<u>6,965</u>	<u>6,880</u>	<u>13,845</u>

Statements for semester fees are mailed on or about July 19 and December 11. Payment of charges for the first semester are due by August 15; for the second semester by January 6. Checks should be made payable to Smith College and forwarded to the Office of the Controller. Balances unpaid at the time due are subject to a late payment charge equivalent to an annual percentage rate of 18 percent. A number of optional payment plans are described in the following pages.

Every student will incur certain additional expenses during the year, and these will vary according to each family's accustomed standard of living. Each student should be prepared to spend around \$400 on books and supplies for the year, between \$500 and \$900 on personal, recreational, and miscellaneous expenses, \$30 to \$50 on subscriptions and dues, and each family should include the cost of at least two round trips between home and Northampton as part of a student's yearly expenses for college.

The student activities fee of \$85 is paid in the first semester for the year to support the chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is approved by the student body.

### **Other Fees and Charges**

- Application for admission \_\_\_\_\_ \$30

The application fee, which helps defray the costs of handling all the paperwork and administrative review involved with every application, should accompany the application form. An applicant sends the form and fee to the Office of Admission prior to February 1. Applicants to the Ada Comstock Scholars Program submit the application form for the program, along with the fee, to the Ada Comstock Scholars office by February 15.

- General Deposit \_\_\_\_\_ \$100

Upon acceptance each new student pays a general deposit of \$100 to hold her place at the college. Students entering under the Early Decision Plan pay the deposit by January 1. All other students pay the deposit by May 1. This is a one-time deposit that will be refunded following graduation. An enrolled student who withdraws may receive a full refund if she notifies the registrar in writing of her plans to withdraw before July 1 for first semester or before December 1 for second semester. The deposit is not refunded to new students who withdraw before they enter or to students who are separated from the college for college work or conduct deemed unsatisfactory. We may waive the fee for exceptionally needy students.

● Room Deposit \_\_\_\_\_ \$200

Each resident student pays a room deposit each year that is applied in total to the first-semester bill. Incoming resident students pay this deposit by May 1, and continuing resident students by March 1. The deposit is refunded only to students participating in the Twelve College Exchange Program, the Smith Junior Year Abroad Program, or to those students who apply for a leave for the following fall semester by March 15. In all other cases, the deposit is forfeited if a student withdraws or leaves the college. The deposit may be deferred for a student whose need-based aid covers total fees.

● Non-resident Fee \_\_\_\_\_ \$30

The non-resident fee applies to all enrolled students, including Ada Comstock Scholars, who live off campus. It helps cover the costs of services for students, such as mail delivery and maintenance of lounges for off-campus students.

● Health insurance

We require that each student have adequate health insurance, so we offer a health insurance plan. Details will be mailed to parents in July, along with the first semester bill. The Smith insurance plan is optional for students who can demonstrate alternate coverage.

● Refrigerator Energy Fee \_\_\_\_\_ \$25

Students who choose to have refrigerators pay a fee to help defray the energy costs incurred through their use.

● Fees for musical instruction, per academic year

One hour lesson per week \_\_\_\_\_ \$500

One half-hour lesson and two class hours per week \_\_\_\_\_ \$500

Courses in ensemble when given individually — \$ 70

Use of a practice room, one hour daily \_\_\_\_\_ \$ 15

Use of a practice room, one hour daily, and of a college instrument \_\_\_\_\_ \$ 30

Use of organ, one hour daily \_\_\_\_\_ \$ 65

● Fees for riding classes, per semester

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available. Fox Meadow Farm also will board horses for students. Inquiries about boarding should be addressed to Ms. Sue Gray-Miezckowski, c/o the Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm.

Two lessons per week \_\_\_\_\_ \$200

Three lessons per week \_\_\_\_\_ \$265

Four lessons per week \_\_\_\_\_ \$320



- Studio art courses, per semester

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials \_\_\_\_\_ \$5-63  
Additional supplies \_\_\_\_\_ \$12-100

- Chemistry laboratory course, per semester \_\_\_\_\_ \$6-10 plus breakage

- Fee for non-matriculated students

Occasionally an individual who is not studying toward a degree at Smith will take a course as an auditor or for credit. The following fees apply:

Per course for credit \_\_\_\_\_ \$1,240  
For auditing, per lecture course \_\_\_\_\_ \$ 10  
For auditing, per performance or language  
course \_\_\_\_\_ \$ 75

- Fees for Ada Comstock Scholars

The fees for Ada Comstock Scholars are prorated on a per-course basis, with a flat maximum for full-time tuition. Additional expenses include the application fee, the room deposit or non-resident fee, books, living expenses, and the student activities fee for all students taking three or more courses. There are certain additional fees for optional courses and programs (see above).

Application fee \_\_\_\_\_ \$ 30  
Room and board one night per week, per  
semester (15 weeks) \_\_\_\_\_ \$ 300  
For one semester course \_\_\_\_\_ \$1,240  
For two semester courses \_\_\_\_\_ \$2,480  
For three semester courses \_\_\_\_\_ \$3,720  
For four or more semester courses \_\_\_\_\_ \$4,950  
For each  $\frac{1}{4}$  course \_\_\_\_\_ \$ 310

### Withdrawal Refunds

The college makes commitments to faculty and staff based on anticipated student enrollment in advance of the school year, and these commitments are not subject to change. Students who withdraw prior to the first day of classes will receive a full tuition refund. Students who withdraw on or after the first day of classes are entitled to a tuition refund as follows:

Prior to the second week of classes \_\_\_\_\_ 75%  
Prior to the third week of classes \_\_\_\_\_ 50%  
Prior to the fourth week of classes \_\_\_\_\_ 25%  
Prior to the fifth week of classes \_\_\_\_\_ 10%  
Thereafter \_\_\_\_\_ 0%



The college makes arrangements for housing each student prior to the academic year, again based on anticipated enrollments. These arrangements are not subject to change. Consequently we cannot refund room rent, but we do prorate the board fees, less \$100, and refund the unused portion.

The date of withdrawal is either the date on which the registrar receives written notice of the student's intent to withdraw or the date on which she vacates her room, whichever is later.

All scholarship grants are applied first to tuition costs. Only if the grant exceeds billed tuition will any amount be applied to other fees. Refunds of grant aid from any source are therefore computed on the basis of tuition refunds shown above. Financial aid funds are reallocated proportionally according to a formula prescribed by federal regulations, in the following order: Supplementary Educational Opportunity Grant (SEOG), Pell Grant, state grants (including SSIG), National Direct Student Loan (NDSL), Guaranteed Student Loan (GSL), Parent Loan for Undergraduate Student (PLUS), institutional funds, and the student and family.

An appeal to the withdrawal policy may be heard by an appeals committee made up of the treasurer (chair), the registrar, the student's class dean, and the associate dean for student affairs.

## **Contractual Limitations**

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

## **Payment Plans and Loan Options**

In addition to the regular payment plan in which fees are paid in full prior to each semester, the college offers a Ten-Month Payment Plan. This allows any parent or guardian of a Smith undergraduate to pay the required annual fees in 10 equal installments, beginning in June prior to entrance. A non-refundable administrative fee of \$30 is required with each registration. The college also participates in the Insured Tuition Payment Plan, an alternate monthly payment plan administered through the Knight Insurance Agency. Additionally, parents who wish to shelter themselves from future tuition increases may use the Tuition Prepayment Option, paying for all eight semesters of tuition at the current rate.

Below is a listing of various payment plans and loan options available. Further details about these plans are mailed in May by the Office of the Controller to parents of accepted freshmen.

### Summary of Payment Plans and Loan Options

Plan	Number of payments per year	Number of years to complete payments	First payment due	Annual interest rate charged
1. Regular Payment Plan	2	4	Aug. 15	0
2. Smith Ten-Month Payment Plan	10	4	June 15	0
3. Smith Tuition Prepayment (Four-Year Plan)	1	—	Aug. 15	—
4. Insured Tuition Payment Plan	8-12	4	June 1	0
5. Extended Repayment Plan	12	4-7	June 1	11.75%
6. Massachusetts Family Education Loan Plan	12	15	30 days following disburse- ments	12%
Tuition Prepayment Option	12	15	30 days following disburse- ments	12%
7. Parent Loans for Under- graduates (PLUS)	12	5 for first year; 10 for multiple loans	45 days following disburse- ments	12%
8. Guaranteed Student Loan	None during college	10 following gradua- tion	6 months after graduation	8%

Service fee or origination fee	Insurance	Annual maximum	Income restrictions	Credit check	Eligibility
None	None	Total fees	None	No	All
\$30	None	Total fees	None	No	All
—	None	\$39,600	None	No	Families not receiving financial aid
\$50	Required	Total fees	None	No	All
\$50	Required	Total fees	None	Yes	All
\$30 service fee plus 6.5% origination fee of amount borrowed	Optional	75% of total fees	\$75,000 to \$100,000	Yes	Families of all full-time students
\$30 service fee plus 6.5% origination fee of amount borrowed	Optional	75% of total fees	\$75,000 to \$100,000	Yes	Families not receiving financial aid
Approximately 4% of amount borrowed	None	\$3,000 per student	None	Yes	Families of all full-time students
Approximately 5% of amount borrowed	None	\$2,500	\$30,000 or demonstrated need	No	Full-time students



Of these plans, numbers 4 and 5 require the subscriber to carry additional insurance, and plan 6 offers insurance as an option. Families of students who receive Guaranteed Student Loans must meet the needs test of the program or of the College Scholarship Service. Eligibility for the Family Education Loans and Tuition Prepayment Option Loan Plan is based on need and family resources. Loans are made to families with incomes of at least \$75,000 with one student in college and to families with incomes well above that if there is more than one family member in college. Families receiving grant aid may not participate in the Tuition Prepayment Option or Tuition Prepayment Option Loan Plan. For more information, write or call Anthony Symanski, controller.





## Financial Aid

We believe that the cost of educating a student at Smith should not be a factor in the college choice, either for the student and her family in selecting Smith or for our Office of Admission in selecting the students who are right for us. So applications for financial aid are handled by the Office of Financial Aid, not by the admission staff, and are kept completely confidential. Awards are offered to applicants with academic promise on the basis of computed need, regardless of a student's race, creed, handicap, or color. An award is usually a combination of a grant, campus job, and suggested loan, and all freshmen with documented need are given aid to the full extent of that need. A brochure that supplements the information here is available from the Office of Admission.

To determine a student's need, a family submits the Financial Aid Form to the College Scholarship Service, requesting that a copy be sent to Smith. Our code number is 3762. The Financial Aid Form is available in December from high school guidance offices and from our Office of Financial Aid. Early Decision candidates should request a special Financial Aid Form directly from the Smith Office of Financial Aid.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns for the prior year. Once we receive an applicant's completed Financial Aid Form from the College Scholarship Service, then we begin to calculate each student's need. We figure each case individually, realizing fully that each set of forms represents people. We take into consideration the number of dependents, the number of family members in college, divorced parents, and other special circumstances. We will require copies of parents' and student's 1985 federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement will be required to verify income.

The college itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have that aid renewed according to her need if she is in good academic standing. She and her family apply for aid annually with Smith College forms, College Scholarship Service forms, and tax returns. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period except for special programs. Unless the Administrative Board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree.

If an entering student did not qualify for aid in her first year, but subsequently her family circumstances change (such as a brother or sister entering college too), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to assist any student immediately in an emergency situation.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. They are as follows:

	Early Decision and January Transfers	Early Evaluation, Regular Decision, and September Transfers
Submit the Financial Aid Form to the College Scholarship Service	November 15	February 1
Send the Smith financial aid application and 1984 tax returns to the Office of Financial Aid	November 15	February 1* (*February 15 for transfer applicants)
Notification from Smith of financial aid awards	December 15	Early April
Send photocopy of parent's 1985 federal income tax return to the Smith Office of Financial Aid	June 1	June 1
Send all copies of the Student Aid Report for the Pell Grant to the Smith Office of Financial Aid	June 1	June 1

### **Transfer Students**

Transfer students with need should follow the same procedure as applicants to the freshman class, but must include also a financial aid transcript from each institution attended. We are able to guarantee aid at this time to all transfer students who enter with documented need.

### Ada Comstock Scholars

No woman should hesitate to apply to Smith under the Ada Comstock Scholars Program because of inability to pay the entire cost of her education at a private college. At present, we guarantee aid as needed to Ada Comstock Scholars, limiting grant aid from college funds to the billed fees. No token awards are offered, and no aid is given for merit alone. Applicants to the Ada Comstock Scholars Program should follow the same procedures as other entering students, except that all inquiries and correspondence should be addressed to the Ada Comstock Scholars Program Office. See Admission, p. 85.

### Financial Aid Awards

A financial aid award may comprise three parts: a grant, a suggested loan, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute a standard amount from summer earnings (for freshmen entering in the fall of 1985, this amount was \$900) and to apply for any federal, state, and local scholarships for which she may be eligible.

**Loans.** National Direct Student Loans (NDSL) are offered to students to the extent of available funding. Most other students can borrow through the Guaranteed Student Loan Program (GSL). Most parents are eligible to borrow under the federal program of Parent Loans for Undergraduate Students (PLUS). Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. GSL and PLUS loans are available through commercial lenders in all states, and the college will endorse students' applications for the amount needed. Students who do not qualify for need-based college aid may be able to use these programs under federal standards of income eligibility. If an aided student's application for a Guaranteed Student Loan is rejected, she may borrow up to the suggested amount from the college's loan funds. Inquiries about student loans should be addressed to Karen Tatro, assistant director for student loans, in the Office of Financial Aid.

**Campus Jobs.** The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about 40 percent of our student body) who received campus job offers as part of their aid packages. Freshmen work six hours a week, usually for Dining Services in their own houses, with an earnings ceiling of \$750. Students in other classes hold regular jobs of eight hours a week and can earn up to \$950. These monies are paid directly to each student as she earns them. They are intended to cover personal expenses rather than billed fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, there is a term-time internship program in concert with the Smith Career Development Office. The college participates in the fed-



erally funded College Work-Study Program, which funds up to 80 percent of the earnings of eligible students, some of them in non-profit off-campus positions.

**Grants.** Grants are gifts that do not require repayment by the student or her family. We participate in the federal Pell Grant Program and receive a yearly allocation for federal Supplemental Educational Opportunity Grants and Massachusetts state grants. Most grants, however, are awarded from college funds given for this purpose; from more than 125 restricted funds given to the college to support students in particular disciplines or from specific geographic areas; by annual gifts from alumnae individually, and by close to 100 Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations, and other organizations; and from general income.

The director of financial aid has available to her a number of named and restricted grants that she assigns, sometimes in consultation with the donor. No separate application is needed. Among the named and special purpose grants are the following:

First Group Scholarships, awarded to students of highest academic achievement, as follows:

*The Neilson Scholarships.* Not more than 15 scholarships, created by the Board of Trustees in honor of President William Allan Neilson on the completion of 15 years of his administration, are awarded annually to students with documented need who are among the First Group Scholars in the three upper classes.

*The Dwight W. Morrow Scholarships.* Ten scholarships are awarded annually to seniors with need who are among the First Group Scholars.

*The Sophia Smith Scholarships.* These scholarships are awarded without stipend to members of the three upper classes whose standing entitles them to a place among the First Group Scholars, but who have no need for financial aid.

Music Scholarships. Each year the college awards scholarships equal to one-half the cost of lessons in practical music to students who have financial need and who are recommended by the Department of Music. Auditions are held for entering students after the opening of college. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

*The Ernst Wallfisch Scholarship.* A full-year music performance scholarship (vocal or instrumental) to be granted to a freshman, sophomore, or junior based on need and merit.

Army and Air Force ROTC Scholarships. These scholarships are available to certain Smith students who enroll in the ROTC Program through the University of Massachusetts. Army ROTC scholarships are available to selected candidates



regardless of major; Air Force ROTC scholarships are available for technical majors and navigator candidates. For further information about the Army ROTC Program, contact Lieutenant Colonel Ronald Filak, professor of military science, at (413) 545-2321. Information about the Air Force ROTC Program is available from Colonel Howard Hazlett, professor of aerospace studies, at (413) 545-2437. Inquiries may also be sent in writing to the appropriate department, University of Massachusetts, Amherst, Massachusetts 01003.

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. These students may not reserve a room on campus, but may move into a dormitory if space becomes available.

Fellowships awarded for graduate work, including those open to students from foreign countries, are described on pp. 39-40.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information, and advice, we have a toll-free number (1-800-221-2579) operating from 2 p.m. until 9 p.m. Eastern time, Monday through Friday, from January 1 through June 30, 1986. Inquiries may also be addressed to Anne Fisher Keppler, director of financial aid, at (413) 584-2700, between 10:30 a.m. and 4 p.m. Eastern time.



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## Admission

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**F**rom the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world. Each year we enroll a freshman class of approximately 625 able, motivated, diverse students whose records show academic achievement, intellectual curiosity, and potential for growth. Because our students come from virtually every state and more than 50 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board Scholastic Aptitude and Achievement Tests, and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Our financial aid program guarantees aid to every admitted student with documented need, so that the cost of a college education should not deter a student from considering Smith seriously. Two-thirds of our student body receive some form of financial assistance through grants, loans, and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses, and Financial Aid, pp. 65-77.

### Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, if possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)



- three years of mathematics
- two years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

While we do not give credit for courses taken at a college or university before a student's freshman year here, such courses may allow her to enroll in more advanced courses at Smith, based on placement exams given here in the fall or at the discretion of the individual departments. We give credit for excellent performance in Advanced Placement and equivalent foreign examinations.

## Entrance Tests

We require each applicant to take the Scholastic Aptitude Test (SAT) and a minimum of three Achievement Tests, one of which must be in English composition. She should select the other two in fields where she has particular interests and strong preparation. We recommend that a candidate take the College Board examinations in her junior year to keep open the possibility of Early Decision and to help her counselors advise her appropriately about college. All College Board examinations taken through the January test date of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the College Board examinations by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia, and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) A handicapped student should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students may choose to take the test administered by the American College Testing Program (ACT) instead of the SAT. For information about ACT tests, a student should write to ACT, P.O. Box 168, Iowa City, Iowa 52240.



## Applying for Admission

A student interested in Smith has three options for applying—Early Decision, Early Evaluation, and Regular Decision.

**Early Decision.** A candidate with strong qualifications who selects Smith as her first choice must complete her application by November 15 of her senior year. Her credentials must include mid-semester senior grades. A student applying for Early Decision should take her Scholastic Aptitude Test and, if possible, three Achievement Tests before the senior year. If a student has not taken all three of the Achievement Tests, she still may apply under Early Decision with the understanding that she will fulfill the rest of the requirements before the end of her senior year. We notify Early Decision candidates of the board's decision by December 15. A student who is accepted under the Early Decision Plan must withdraw any applications she has made at other colleges and not make any further applications. She must pay a non-refundable enrollment deposit of \$300 by January 1 (see Fees, Expenses, and Financial Aid for more information about deposits). An applicant who is not accepted under the Early Decision Plan will automatically be reconsidered with the regular applicant group in the spring.

**Regular Decision.** A student who applies to Smith under the Regular Decision Plan should complete her application by February 1. We will send our decision in early April. An accepted student who intends to come to Smith must pay the enrollment deposit of \$300 by May 1.

**Early Evaluation.** A candidate who applies under the Regular Decision Plan may request an Early Evaluation of her chances by marking the appropriate section on the application form and by filing all credentials by January 1. We send Early Evaluations in early February and final decisions in early April, and a candidate makes no commitment to Smith until May 1. Our Early Evaluation letter tells each student one of three things: that we probably will admit her in the spring, that we will defer our decision until April, or that we are unlikely to offer her admission. While there is no early formal appraisal of financial aid, the director of financial aid is always willing to talk with parents on this subject.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

## Admission Deadline Dates

	Early Decision	Early Evaluation	Regular Decision
Submit all parts of the application and application fee	November 15	January 1	February 1
Come for an interview by	November 15	January 1	February 1
File the financial aid application with the Smith Office of Financial Aid	November 15	February 1	February 1
Ask your counselor to send mid-year grades		As soon as available	
We notify each candidate by	before mid- December	early February	before mid- April
Submit the \$300 deposit to hold a space in the class	January 1	May 1	May 1

## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight semester hours of college credit are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four hours of credit are recorded). No more than eight semester hours of credit will be granted in any one department.

Advanced Placement credit may be used to allow a student to carry the minimum three-course load after the first semester of the freshman year, or to make up a shortage of hours, or, with the approval of the Administrative Board, to undertake an accelerated course program. A maximum of one year (32 semester hours) of Advanced Placement credit may be counted toward the degree. A student entering with 24 or more semester hours of Advanced Placement credit may apply for sophomore standing after completion of the first semester's work.

A student who completes courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements.

Advanced Placement credit may be used to count toward the 16 courses outside the major.

## **Interview**

Although we do not require an interview, we strongly recommend it for all candidates. We expect those who live or attend school within a reasonable distance of the college to come to campus. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1 because we are busy reading applications. Interviews for juniors begin in mid-March.

## **Deferred Entrance**

An admitted applicant, who has accepted Smith's offer and paid the required deposit, may defer her entrance to the freshman class for one year if she makes this request in writing to the director of admission by June 1.

## **Transfer Admission**

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application by November 15 and send all credentials by December 1. For September entrance, she must apply by February 15.

A candidate who lives or attends college a reasonable distance from Northampton should plan to have an interview by November 15 for January entrance and by February 15 for September entrance.



We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on p. 79 of this catalogue.

We require a candidate for the degree of Bachelor of Arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 semester hours of credit. A student may not transfer to the junior class and spend the junior or senior year abroad.

### Visiting Year at Smith College

Smith College welcomes a certain number of guest students for one year of study. Well-qualified applicants enrolled in an accredited, four-year liberal arts college in the United States can come to Smith to pursue particular fields of academic interest and to experience the atmosphere of a residential women's college in its New England setting.

Applicants must furnish a transcript of their college work to date, faculty recommendations, and, where required by the home college, tentative approval of their proposed course program. Information and application material may be obtained by writing to Visiting Year, Office of Admission, Smith College, Northampton, Massachusetts 01063.

### International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's total academic background. A limited amount of financial aid is available for international student applicants; *if aid is needed, this fact should be made clear in the initial correspondence.*

### Readmission

See Withdrawal and Readmission, p. 323.

### Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond



traditional college age. Admission and all other aspects of the program are handled through the Ada Comstock Scholars Program Office.

Because the women who apply to the Ada Comstock Scholars Program come with vastly different backgrounds and motivations, we encourage each applicant to meet with the staff of the Ada Comstock Scholars Program at least two months before the application deadline. As we assess each candidate, we particularly value this personal meeting and the autobiographical essay on the application. Each applicant must request that the institutions she previously attended send all relevant credentials directly to the Ada Comstock Scholars Program. For September entrance, candidates must apply before February 15 and submit all credentials by March 1. For second-semester entrance, the equivalent dates are November 15 and December 1. Normally we notify candidates by the middle of April for first-semester entrance and by the end of December for second semester. Letters from the Office of Financial Aid are mailed at the same time as admission letters.

Additional information about the program can be found on p. 18. For more information about fees, expenses, and financial aid for Ada Comstock Scholars, refer to pp. 68 and 69–72. Inquiries, either in writing or by phone, may be addressed to Eleanor Rothman, director of the Ada Comstock Scholars Program.



## Courses of Study, 1985-86

	Designation	Academic Division
Departmental Major and Minor in Afro-American Studies	AAS	I
Interdepartmental Major in American Studies	AMS	II
Interdepartmental Major in Ancient Studies	ANS	I/II
Departmental Major and Minor in Anthropology (see Sociology & Anthropology)		
Interdepartmental Minor in Archaeology	ARC	I/II
Departmental Major and Minors in Art	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Five College Departmental Major and Minor in Astronomy	AST	III
Interdepartmental Major in Biochemistry	BCH	III
Departmental Major and Minor in Biological Sciences	BIO	III
Departmental Major and Minor in Chemistry	CHM	III
Extrdepartmental Courses in Chinese Language & Literature	CHI	I
Departmental Majors and Minors in Classical Languages & Literatures	CLS	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in Comparative Literature	CLT	I
Interdepartmental Major and Minors in Computer Science	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundation of Computer Science	CSF	III
Simulation and Modeling	CSM	III
Five College Departmental Minor in Dance	DAN	I
Interdepartmental Minor in East Asian Studies	EAS	I/II
Departmental Major and Minor in Economics	ECO	II
Departmental Major and Minor in Education & Child Study	EDC	II
Interdepartmental Minor in Engineering	EGR	III
Departmental Major and Minor in English Language & Literature	ENG	I
Department of Exercise & Sport Studies	ESS	III
Interdepartmental Minor in Film Studies	FLS	I/II
Departmental Majors in French Language & Literature	FRN	I
Majors: French Language & Literature	FRL	I
French Studies	FRS	I
Departmental Major and Minor in Geology	GEO	III
Departmental Major and Minor in German Language & Literature	GER	I
Departmental Major and Minor in Government	GOV	II

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**Key:** Division I    The Humanities  
           Division II    The Social Sciences and History  
           Division III    The Natural Sciences

	Designation	Academic Division
Departmental Major and Minor in History	HST	II
Interdepartmental Minor in History of the Sciences	HSC	I/II/III
Interdepartmental Minor in International Relations	IRL	II
Departmental Major and Minor in Italian Language & Literature	ITL	I
Extrdepartmental Courses in Japanese Language & Literature	JPN	I
Interdepartmental Minor in Jewish Studies	JUD	I/II
Interdepartmental Minor in Logic	LOG	I/III
Departmental Major and Minor in Mathematics	MTH	III
Interdepartmental Major in Medieval Studies	MED	I/II
Departmental Major and Minor in Music	MUS	I
Interdepartmental Minor in Neuroscience	NSC	III
Departmental Major and Minor in Philosophy	PHI	I
Departmental Major and Minor in Physics	PHY	III
Interdepartmental Minor in Political Economy	PEC	II
Departmental Major and Minor in Psychology	PSY	III
Interdepartmental Minor in Public Policy	PPL	II/III
Departmental Major and Minor in Religion & Biblical Literature	REL	I
Departmental Majors in Russian Language & Literature	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Departmental Majors and Minors in Sociology & Anthropology		
Majors and Minors: Sociology	SOC	II
Anthropology	ANT	II
Departmental Majors and Minors in Spanish & Portuguese	SPP	I
Majors: Spanish	SPP	I
Latin American Studies	SLS	I
Luso-Brazilian Studies	SBS	I
Minors: Spanish Literature	SPL	I
Latin American Literature	SLL	I
Latin American Area Studies	SLS	I
Departmental Major and Minor in Theatre	THE	I
Interdepartmental Minor in Third-World Development Studies	TWD	I/II
Interdepartmental Minor in Women's Studies	WST	I/II/III
Extrdepartmental Course in Arabic	ARA	I
Interdepartmental Course in General Literature	GLT	I
Interdepartmental Course in the History of Western Ideas	HWI	I/II
Interdepartmental Course in Peace and War Studies	PWS	I/II/III
Interdepartmental Courses in Philosophy & Psychology	PPY	I/III
Interdepartmental Course in Statistics for Social Scientists	SSC	II
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
International Relations Certificate Program	IR9	



## Explanation of Symbols and Abbreviations

Courses are classified in five grades indicated by the first digit in the course number:

- 100: Introductory
- 200: Intermediate
- 300: Advanced
- 400: Graduate, open to qualified undergraduates
- 500: Undergraduate Honors Thesis
- a: an "a" after the number of a course indicates that it is given in the first semester;
- b: a "b" that it is given in the second semester;
- c: a "c" indicates a summer seminar given abroad;
- D: a "D" indicates an intensive language course.

Where no letter follows the number of the course, the course is a full year course, and credit is not given for a single semester. Credit is not granted for the first semester only of an introductory language course.

- [ ] Courses in brackets will be omitted during the current year.

### Course Schedules

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

The phrase "to be announced" at the end of a course description refers to the instructor's name.

- dem.: demonstration course
- lab.: laboratory
- lec.: lecture
- sect.: section
- dis.: discussion
- ( ): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.
- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice.
- (C): The Department of History uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
- (L): In the same department an "L" in parentheses is used to designate lectures that are unrestricted as to size. Lectures and colloquia are open to all students unless otherwise indicated.
- L: The Departments of Dance and Theatre use an "L" to designate that enrollment is limited;
- P: In these same departments, a "P" indicates that permission of the instructor is required.
- AP: Advanced Placement. See p. 320.
- S/U: Satisfactory/Unsatisfactory. See pp. 319–20.

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

- † absent for the year
- \* absent for the first semester
- \*\* absent for the second semester
- § Director of a Junior Year Abroad
- 1 appointed for the first semester
- 2 appointed for the second semester

## Departmental Major and Minor in Afro-American Studies

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### Associate Professors

John C. Walter, Ph.D.  
 Johnella E. Butler, Ed.D., *Chair*  
 Charles Cutler, Ph.D. (Spanish &  
 Portuguese and Afro-American Studies)

### Assistant Professors

Alice J. Smith, Ph.D.  
 Shelia Rose Bland, M.F.A. (Afro-American  
 Studies and Theatre)

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### Lecturer

Carolyn Jacobs, Ph.D.

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### Professor of Ethnic Studies

(at the University of Massachusetts under  
 the Five College Program)  
 Pearl Primus, Ph.D.

An intermediate course in Afro-American Studies and permission of the instructor are requirements for entering seminars. Students majoring in Afro-American Studies must take either 101a or b, or the introductory course offered for the Five College Black Studies major. Students planning to major, minor, or enter the honors program in the department are advised to take courses in one or more of the following fields: literature, government, history, music, sociology.

#### [101a], 101b Introduction to Black Studies

An introduction to the unidisciplinary field of Black Studies, the social, political, cultural, and economic experience of people of African ancestry, focusing on the United States. Writing and research methods emphasized.

4 semester-hours credit

*Johnella Butler*

M W F 9:20-10:30 a.m.

#### 200a Survey of Afro-American Literature: 1760 to Present

A chronological survey of Afro-American literature in all genres from its beginnings to the present day to show the evolution of Afro-American writing as literary art, to lead

the student to a comprehension of the historical context of Afro-American literary expression, and to aid the student toward an understanding of the aesthetic criteria of Afro-American literature.

4 semester-hours credit

*Johnella Butler*

T Th 1-2:50 p.m.

#### 201b The Literature of French-Speaking African and Caribbean Peoples in Translation

An examination of the cultural, social, and political relationships of French-speaking Africa and the Caribbean as reflected through different genres. There will be an emphasis on the development of the novel, poetry, and drama from the early part of the 1900s to the present. Offered in alternate years.

4 semester-hours credit

*Alice Smith*

M W F 1-2 p.m.

#### 212b Culture and Class in the Afro-American Family

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to the influence of historical, cultural, struc-

tural, and class variables on contemporary Afro-American families, using current research, family cases, and implications of public policy.

4 semester-hours credit

*Carolyn Jacobs*

T Th 9:30-10:50 a.m.

**SOC 213b Ethnic Minorities in America**

**THE 214b Black Theatre**

**217a History of the Afro-American Woman and the Feminist Movement, 1830 to Present**

The essential concerns of Afro-American women and white feminists. Points of convergence and differentiation and reasons for the association or dissociation between the two groups of women from 1830 to the present. Contemporary tentative attempts between these groups for coalescence.

4 semester-hours credit

*John Walter*

M W F 2:10-3 p.m.

**SOC 218a Urban Sociology**

**GOV 225a Government and Politics of Sub-Saharan Africa**

**230a African Ritual and Myth**

The world-views, rituals, myths, culture traits, and values of African peoples, such as Berber, Egyptian, Bambera, Vai, Fon, Yoruba, Bakuba, Zulu, Xhosa, Dinkas, and Masai. Enrollment limited to 40. (E)

4 semester-hours credit

*Pearl Primus*

T 3-4:50 p.m.

**ANT 231b Africa: A Continent in Crisis**

**237a Comparative Black Poetry**

Modern and contemporary poetry from African and African-American cultures. A comparative study of the aesthetics of the poetry of peoples of African ancestry.

4 semester-hours credit

*Alice Smith*

M W F 1-2 p.m.

**[237b Major Black Writers: Fiction]**

Survey of Afro-American fiction with concentration on the novel. To be offered in 1986-87.

4 semester-hours credit

**238a Afro-Brazilian Literature and Film**

A study of the Afro-Brazilian as author and subject in modern and contemporary Brazilian literature and film. Some topics to be examined: the mulatto escape hatch and the ideology of whitening, the relationship between race and artistic creation, race and class, race and gender, and the politics of sensuality, food, dance, and music. Movements and individual figures include: the Abolitionist Movement; Machado de Assis and Lima Barreto; the Modernist Movement and Mário de Andrade; novelists of the Northeast, Jorge Amado and José Lins do Rego; poets of the Rio de Janeiro and São Paulo Black Brazilian Fronts. Films to be studied: *Black Orpheus*, *Barravento*, *Ganga Zumba*, *Macunaíma*, *The Amulet of Ogum*, and *Tent of Miracles*.

Viewing times: M 4-6 p.m., 7-9 p.m.;

T 4-6 p.m.

4 semester-hours credit

*Charles Cutler*

M W F 10:40-11:50 a.m.

**PHI 240a Philosophy and Women**

**260a Introduction to the Dance Rituals of the Caribbean**

A study of ritual, nation, work, and recreation dances of the Caribbean. Attention will be paid to African roots in the "New World." Students should have some dance experience. Enrollment limited to 40. (E)

4 semester-hours credit

*Pearl Primus*

M W 7:30-9:30 p.m.

**270a The History of the South since the Civil War**

Topics include Reconstruction and its aftermath, the Populist revolt, disfranchisement and segregation, reimposition of white supremacy, the New South, the literary renaissance, the impact of depression and



war, industrialization, desegregation, and the struggle for civil rights.

4 semester-hours credit

*John Walter*

M W F 9:20-10:30 a.m.

**[277b The Jazz Age]**

An interdisciplinary study of the Afro-American and Anglo-American currents that flowed together in the Roaring Twenties. The politics of "normalcy," the economics of margin, the Harlem Renaissance, the literature of indulgence and confusion, the transformation of race relations, and the cultural influence of jazz are comprehensively treated. Recommended background: a survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 45. Not open to freshmen. To be offered in 1986-87.

4 semester-hours credit

**278b The Sixties in America: Conflict, Confrontation, and Concession**

An interdisciplinary study of the period from 1960 to 1972, the end of the first Nixon presidency. Identifies and analyzes the Afro-American cultural and white politico-cultural movements that collided in the period now called "The Second Reconstruction," "The Civil Rights Era," or even "The Elvis Decade." The politics of confrontation and civil disobedience, the economics of "guns and butter," the literature of conflict and angst, the polarization of the arts, and the transformation of race relations. The role of Rock and the influence of domestic politics on foreign relations. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 45.

Not open to freshmen.

4 semester-hours credit

*John Walter*

M W F 10:40-11:50 a.m.

**286b History of Afro-American People**

An examination of the broad contours of the history of the Afro-American in the

United States. Consideration of the cosmology of the West African, American slavery systems, and the Afro-American's resistance; the rise of Jim Crow; W. E. B. DuBois's, Booker T. Washington's, and Marcus Garvey's philosophies of protest; the tactics of A. Phillip Randolph, Martin Luther King, Jr., and Malcolm X.

4 semester-hours credit

*John Walter*

M W F 3:10-4 p.m.

**HA 288 (Hampshire College)**

**The American Expatriate Writer, 1826-1972**

See Five College Course Offerings by Five College Faculty.

The following courses are open to qualified juniors and seniors. Permission of the instructor is required.

**301a, 301b Special Studies**

Required for senior majors.

4 semester-hours credit

**THE 314a Masters and Movements in Drama**

**[GOV 320a Seminar in Comparative Government]**

**321a Seminar: Afro-American Folk Culture**

The identification and clarification of Afro-American folk culture as an artistic and cultural entity through an examination of its relationship to Western culture. Analysis of values, cultural mores, and artistic expressions through the study of African backgrounds, the oral tradition of the Afro-American slave, the dynamics of the slave community, stereotypes and their relation to folk culture, folk culture of the New South and urban North, evaluation of folk heroes, self-concept, and the artistic image as related to cultural and political forces within the popular culture.

4 semester-hours credit

*Shelia Bland*

Th 1-3 p.m.



**326b The Socio-Cultural Development of the Afro-American Woman**

Examines the Afro-American woman as a member of an ethnic group. Includes study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature.

4 semester-hours credit

*Carolyn Jacobs*

T Th 9:30-10:50 a.m.

**348b Seminar: The Literature of the Black Woman**

Critical examination of the creative and analytical writings of black women through literature and oral testimony. Prerequisite: 200a, 237a, or 237b, or permission of the instructor.

4 semester-hours credit

*Johnnella Butler*

W 7:30 p.m.

**369b Seminar: Blacks and American Law**

Selected topics in black legal history. Historical continuity for the changing relationship between American jurisprudence and black Americans between 1640 and 1978. Statutory and case law that determined the role of blacks in American society, and the use of the law by blacks to gain civil and personal rights in society. Prerequisite: 216a, 286a, GOV 100, or a course in American history.

4 semester-hours credit

*John Walter*

M 7:30 p.m.

**[376b Seminar: Urbanization, Industrialization, and Black Americans]**

An interdisciplinary study of the Afro-American ghetto in the United States to ascertain the social, cultural, political, and economic changes that have taken place in urban black life since 1900. Prerequisite: a survey course in Afro-American history.

Recommended background: a lower-level course in either sociology or economics.

4 semester-hours credit

Courses in other departments recommended for and related to the major in Afro-American Studies: ECO 230b; EDC 200b; GOV 310b; HST 113a, 113b, 266a, 267a, 271a, 272b, 273b, 275a, 276b; SOC 232a, 305a, 332b.

**The Major**

**Advisers:** Johnnella Butler, John Walter.

**Adviser for Study Abroad:** John Walter.

Basis: 101a or b.

Requirements: 10 semester courses, in addition to the introductory course, as follows:

1. General concentration. Four 200-level courses. Courses at the 300 level may also be used where appropriate.
2. Advanced concentration. Five courses in one area, three of which must be in a particular discipline or field within that area.
3. 301a, 301b Special Studies  
(Required for majors in junior or senior year.)

Either an exploration of topics in literature, history, sociology, education, etc., under the direction of a departmental adviser; or fieldwork in the form of (1) course-related work in local communities (e.g., Springfield, Holyoke); (2) research and participation in communities elsewhere in the United States; or (3) study and work abroad (e.g., Sub-Saharan Africa or the West Indies). These projects are subject to the approval of the Committee on Academic Policy and/or the Committee on Study Abroad. With the permission of the department, majors may receive credit through the junior year abroad at an African university or in the Smith College Junior Year Abroad Program in Geneva or Paris.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department Chair and the adviser.

## **The Minor**

**Advisers:** Johnnella Butler and John Walter.

**Basis:** [101a] or 101b, and 200a or 286b.

**Requirements:** In addition to the basis, four elective courses are required, at least one of which must be a seminar or 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history, or the historical, social, and literary study of the Afro-American woman.

## **Honors**

**Director:** John Walter.

### **501 Thesis**

8 semester-hours credit

### **501a Thesis**

8 semester-hours credit

**Requirements:** the same as those for the major, including the required Special Studies, and a thesis, normally pursued either in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

## Interdepartmental Major in American Studies

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\*\*Donald Leonard Robinson, M.Div., Ph.D., Professor of Government and  
Director of the American Studies Program (first semester)

Neal E. Salisbury, Ph.D., Associate Professor of History and Director of the American  
Studies Program (second semester)

‡J. Tracy Kidder, M.F.A., Visiting Lecturer in American Studies

Mark Kramer, M.A., Writer in Residence

Marc Pachter, Ph.D., Lecturer in American Studies

### American Studies Committee

Robert T. Averitt, Ph.D., Professor of Economics

\*\*Stanley M. Elkins, Ph.D., Professor of History

†Randall Bartlett, Ph.D., Associate Professor of Economics

Johnnella E. Butler, Ed.D., Associate Professor of Afro-American Studies

Charles M. Cutler, Jr., Ph.D., Associate Professor of Spanish & Portuguese and Afro-  
American Studies

Susan Grigg, Director of the Sophia Smith Collection and the College Archives and  
Lecturer in History

Thomas A. Riddell, Ph.D., Assistant Professor of Economics

Lisa Reitzes, M.A., Instructor in Art

This major offers an opportunity to explore American culture, its origins, development, and contemporary manifestations. Note the prerequisite for American Studies 200a and b. In addition, it is recommended that prospective majors take a semester course in European history, American government, and literature (English, American, or Afro-American) before their junior year.

### 200a Introduction to the Study of American Society and Culture

An intensive examination of the processes by which the United States became an industrial nation, with a distinctive society, economy, and culture, during the first half of the nineteenth century: structural changes in economic activity; evolution toward a modern governmental and political system; changing patterns of race, class, and sexual relationships; artistic and literary expression in both learned and popular culture. Limited to American Studies

majors. Normally taken in the junior year, but open to sophomores intending to major in American Studies and to senior majors by petition to the director of American Studies. May be taken concurrently with the prerequisite. Prerequisite: HST 113a and b, or the equivalent with permission of the director.

4 semester-hours credit

*Stanley Elkins*

M W 9:20-10:30 a.m.

### 200b Introduction to the Study of American Society and Culture

Similar to 200a, except that the focus is on the period 1865-1900. Limited to American Studies majors. May be taken before 200a with the permission of the director. Prerequisite: same as for 200a.

4 semester-hours credit

*Thomas Riddell*

T Th 1-2:50 p.m.

**220a, 220b Colloquia in American Studies**

Each colloquium focuses on an interdisciplinary topic in American Studies. Open to all students except freshmen; not limited to those majoring in American Studies.

4 semester-hours credit

*Members of the Faculty*

**220a Colloquium****A. Literary and Pictorial Landscape in Nineteenth-Century America**

An examination of the relationship between nature and American culture in the writing of Cooper, Emerson, Thoreau, and Melville, and the painting of Cole, Church, Heade, George Inness, and Winslow Homer.

*Francis Murphy (English)*

M W F 1-2 p.m.

**220b Colloquium****B. Fiction as Cultural Criticism**

A study of works of fiction that set out to understand and respond to the changes that unsettled American culture in the second half of the nineteenth century and first years of the twentieth. The novels will be supplemented by readings in contemporary cultural analysis and recent historical scholarship. Works by Hawthorne, Stowe, Twain, James, Howells, Frederick, Crane, Dreiser, Adams, and Wharton.

*Richard Millington (English)*

T Th 9:20-10:50 a.m.

**250a, 250b Writing about American Social Issues**

An examination of contemporary American issues through the works of such literary journalists as John McPhee, Tom Wolfe, Joan Didion, and Jessica Mitford, and intensive practice in expository writing, to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. Enrollment limited. Admission by permission of the instructor.

4 semester-hours credit

250a: *Mark Kramer*; 250b: *Tracy Kidder*  
M 7:30-9:30 p.m.

**301, 301a, 301b Special Studies**

Admission by permission of the instructor and the director.

4 semester-hours credit

**302b Seminar: The Material Culture of New England, 1670-1840**

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) to New England's history.

4 semester-hours credit

*To be announced*

T 1-2:50 p.m.

**340b Symposium in American Studies**

Required of all senior majors.

4 semester-hours credit

*Robert Averitt*

T 3-4:50 p.m.

**Internship at the Smithsonian Institution**

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar, taught by a scholar at the Smithsonian; a tutorial on research methods; and a research project under the supervision of a Smithsonian staff member worth 8 semester-hours credit. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.



Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American Studies majors. Students majoring in art, history, sociology, anthropology, religion, or economics are especially encouraged to apply. Applications will be available at the beginning of the second semester.

### **310a Tutorial on Research Methods at the Smithsonian**

Individual supervision by a Smithsonian staff member. Given in Washington, D.C.  
4 semester-hours credit

*Donald Robinson, Director*

### **311a Seminar: Telling Lives: Twentieth-Century American Biography**

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography, and biography's links to the novel, to history, and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.  
4 semester-hours credit

*Marc Pachter*

### **312a Research Project at the Smithsonian Institution**

Washington, D.C. Tutorial supervision by Smithsonian staff members.  
8 semester-hours credit

*Donald Robinson, Director*

## **The Major**

**Advisers:** Robert Averitt, Johnnella Butler, Stanley Elkins, Maurice Isserman, Richard Millington, Lisa Reitzes, Thomas Riddell, Donald Robinson.

Requirements: 10 semester courses, as follows:

1. AMS 200a and b.
2. Seven courses in the American field, at the intermediate level or above, distributed as follows:
  - (a) for a concentration in arts and letters, five courses in art, literature, Afro-American studies, and/or history; and two courses in the social sciences;
  - (b) for a concentration in political economy, five courses in economics, government, sociology, and/or history; and two courses in literature or art;
  - (c) for a concentration in cultural studies, seven courses from several departments (those represented in (a) and (b) above, or such others as education or religion) that offer courses in the American field, encompassing both humanities and social sciences.
3. AMS 340b.

At the time of declaring an American Studies major, each student will work out with the help of her adviser a plan for fulfilling this second requirement, together with a rationale for her choices. These plans may be revised with the approval of the adviser.

N.B. No course counted toward another major may be counted toward a major in American Studies.

## **Honors**

**Director:** Donald Robinson.

### **501a Thesis**

Requirements: the same as those for the major, except that a thesis (501a) will be substituted for one of the ten required courses. The program must include at least one seminar (in addition to 340b) in the American field, and an oral honors examination.

## Diploma in American Studies

**Director:** Peter Rose.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: AMS 455a and b (special seminars for Diploma students only), four other courses in American Studies or in one or more of the cooperating disciplines, and a long paper.

### **455a Seminar: American Society and Culture**

For Diploma students only. Topic for 1985-86: Voices in Context. A study of important

texts—fiction, autobiography, speeches, and letters—against the background of American history between the late eighteenth and early twentieth centuries.

4 semester-hours credit

*Peter Rose, Rupert Wilkinson*

Th 3-4:50 p.m.

### **455b Seminar: American Society and Culture**

For Diploma students only. Topic for 1985-86: Social and Political Issues, 1880-1980.

4 semester-hours credit

*Peter Rose*

M 7:30-9:30 p.m.

## Interdepartmental Major in Ancient Studies

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### Adviser

Louis Cohn-Haft, Professor of History

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Basis: GRK 111 or 111Db or LAT 111 or 111Db (or the equivalent); HST 101a. Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis and CLS 340b. Four chosen from GRK 212a, 212b, 322a, [324b], 325a, [326a], 333b, [336a], LAT 212a, 212b, 214a, 214b, [321a], 323a, 324b, [333b], [334a], 335b, 336a; two from HST [201b], [202a], [203b], 204a, 205b; and three chosen from ART [211b], [212a], [215a], 310b, [315a], GOV 260a, PHI 124a, REL [185], 210a, 220b, [235a], [285a], 287b, [312a], 382b, and ANT 131a.

Note that because of the prerequisites in the Department of Classical Languages and Literatures (see page 122), it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

### Honors

**Director:** Louis Cohn-Haft.

#### 501a Thesis

8 semester-hours credit

Requirements: the same as those for the major, with the addition of a thesis.

One examination in ancient history or in classical literature, art, religion, philosophy, or government.

Departmental Major and Minor  
in  
**Anthropology**

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**Faculty**

Elizabeth Erickson Hopkins

Donald Joralemon

Frédérique Apffel Marglin

\*\*Richard J. Parmentier

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Current Anthropology course offerings include the following topics: evolution, language, political behavior, economic development, modernization, symbolism, women and gender, personality and culture, and traditional medicine.

Information on the program in Anthropology and on the major is found on p. 284 under the Department of Sociology and Anthropology. Requirements for the major, the minor, and for the Honors program in Anthropology are found on p. 287.



## Interdepartmental Minor in Archaeology

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### Advisers

George Armelagos (Anthropology, UMass)  
 John Betlyon, Assistant Professor of Religion & Biblical Literature, *Director*  
 Louis Cohn-Haft, Professor of History  
 H. Allen Curran, Professor of Geology  
 Bruce Dahlberg, Professor of Religion & Biblical Literature  
 Karl Donfried, Professor of Religion & Biblical Literature  
 Justina Gregory, Associate Professor of Classical Languages & Literatures  
 Elizabeth Hopkins, Professor of Sociology & Anthropology  
 Caroline Houser, Associate Professor of Art  
 Arthur Keene (Anthropology, UMass)  
 Barbara Kellum, Assistant Professor of Art

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The program in archaeology is an interdepartmental complement to departmental majors. Students may elect the program in archaeology to enhance their work in any discipline, but especially in art, history, anthropology, religion, or classics. Archaeological methods will be applied to various disciplines and will aid the student in developing her analysis of information and data within these related fields.

### 201a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry, drawing on material selected from art history, religion, anthropology, history, Classics, and Near Eastern Studies. Students will consider archaeological method and specific applications to various disciplines. Central to the discussion will be the uses of archaeology in reconstructing aspects of pre-historical, historical, and more contemporary human life. To be offered in the fall of each year.

4 semester-hours credit

*John Betlyon*

T Th 11-11:50 a.m.

[REL 222c Excavation of  
Tell el-Hesi in Israel]

### 301a, 301b Special Studies

By permission of the advisory committee,  
 for junior or senior minors.  
 4 semester-hours credit

### The Minor

Requirements: a total of six courses, as outlined below:

1. ARC 201a, Introduction to Archaeology, is required of all minors.
2. Fieldwork is normally required; students may elect REL 222c, Excavation of Tell el-Hesi in Israel, or another field experience approved by the Advisory Committee on the Interdepartmental Program in Archaeology. Credit for academically approved fieldwork will count as one of the required six courses for the minor, and may count toward work done in one of the two concentrations.
3. Four courses are to be chosen from within one of two track concentrations as follows, choosing either Classical and Near Eastern archaeology or anthropological archaeology. No more than two courses in any single department may be counted toward the major.

a. Classical and Near Eastern  
Archaeology:

- ART 210b Art of Egypt and the  
          Aegean Bronze Age  
[ART 211b The Art of Greece]  
[ART 212a The Art of Rome]  
ART 214a Greek Sculpture  
[ART 215a Ancient Cities and  
          Sanctuaries]  
ART 310b Seminar in Greek Art  
[ART 315a Seminar in Roman Art]  
GRK 111\* Elementary Greek  
GRK 111D Elementary Intensive  
          Greek  
LAT 111\* Elementary Latin  
LAT 111Db\* Intensive Elementary  
          Latin  
HST 101a Greece and Rome,  
          500 B.C.-A.D. 325  
HST 102b(C) Rome from the  
          Imperialism of the  
          Republic to the  
          Autocracy of the  
          Empire  
[HST 201b The Ancient Near East]  
[HST 202a The Great Age of  
          Greece]  
[HST 203b The Culture of Hellen-  
          istic Greece 336-30 B.C.]  
HST 204a The Roman Republic  
HST 205b The Roman Empire  
HST 207a Islamic Civilization to  
          the Fifteenth Century  
[REL 185\* Biblical Hebrew]  
REL 225a The Mediterranean  
          World of the Early  
          Christian Apostles  
REL 312b Archaeology and the  
          Bible

\* Intensive and full-year language courses are strongly recommended; only one semester's credit from language work may count toward the requirements for the minor (although LAT 111D, LAT 111, GRK 111, and REL 185 are either full-year courses or the equivalent and receive two semesters' credit toward the degree).

b. Anthropological Archaeology:

- ANT 131b Human Evolution  
REL 312b Archaeology and the  
Bible; and the following courses  
within the Department of Anthro-  
pology at the University of Massa-  
chusetts, Amherst:  
[150 Ancient Civilization]  
220 Research Techniques in  
Physical Anthropology  
337 Meso-American Archaeology  
368 Old World Prehistory  
369 North American  
Archaeology  
375 South American  
Archaeology  
397a Problem Solving in  
Archaeology  
[397b Environmental Analysis]  
481 Research Methods in  
Anthropology  
529 Archaeology of Northeast  
North America  
578 Theory and Method in  
Archaeology  
597 Special Topics:  
Historical Archaeology  
and Method in Biological  
Anthropology  
Methods in Biological  
Anthropology.

4. A final course, ARC 301a or b, may be elected as a "Special Studies." Advisers for the Special Studies will come from the Advisory Committee. This course may count toward either of the two tracks as appropriate.

It is strongly recommended that students take one of the following courses in conjunction with the minor:

GEO 111a, 114b, Physical Geology, or GEO 111b, Origin and Evolution of the Earth.

## Departmental Major and Minors in Art

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### Professors

Charles Scott Chetham, Ph.D.  
 †James Holderbaum, Ph.D.  
 Robert Mark Harris, Ph.D.  
 Elliot Offner, M.F.A.  
 Helen E. Searing, Ph.D.  
 Charles Talbot, Ph.D.

### Associate Professors

John Pinto, Ph.D., *Chair*  
 \*\*Chester J. Michalik, M.F.A.  
 Gary L. Niswonger, M.F.A.  
 Jaroslaw Volodymyr Leshko, Ph.D.  
 \*\*Susan Heideman, M.F.A.  
 Caroline Houser, Ph.D.  
 Marilyn Martin Rhie, Ph.D. (Art and East Asian Studies)

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### Assistant Professors

Nicholas H. von Bujdoss, M.F.A.  
 Dwight Pogue, M.F.A.  
 A. Lee Burns, M.F.A.  
 †Barbara A. Kellum, Ph.D.  
 Janis Theodore, M.F.A.

### Instructors

Liza Reitzes, M.A.  
 Stephen Petegorsky, M.F.A.

### Lecturers

Ruth Mortimer, M.S.  
 Craig M. Felton, Ph.D.  
 Richard Joslin, M.Arch.

Many courses are offered in alternate years and students should plan their schedules accordingly.

Students planning to major or to do honors work in art will find that courses in literature, philosophy (233b), religion, and history taken in the first two years will prove valuable. A reading knowledge of foreign languages, especially German, Italian, and French, is recommended for historical courses. BIO 210 is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York, or the vicinity for the study of original works of art.

Majors who have received Advanced Placement but do not pass the ART 100 exemption exam are expected to take ART 100, and are not expected to use their Advanced Placement credit.

## A. Historical Courses

### 100a, 100b History of Western Art

Major representative works of Western art, from antiquity to the present (including painting, sculpture, and architecture), are studied historically and analytically. Art majors are expected to take this course for a letter grade. ART 100a is a prerequisite for 100b. Charles Talbot, Director, first semester; Helen Searing, Director, second semester.

4 semester-hours credit

*Members of the Department*  
 M W F 10:40-11:50 a.m.

### [202b The History of City Planning and Landscape Design]

A survey of changing attitudes toward the form, structure, and symbolic image of cities and gardens in the West from classical antiquity to the Industrial Revolution. The effects of practical concerns and theoretical ideals on urban design traced through the study of

specific examples and texts. The formal landscape of gardens, villas, and parks also emphasized, with attention to related aspects of architecture, painting, and literature. Prerequisite: 100 or permission of the instructor. Offered in alternate years.

4 semester-hours credit

#### **205b Great Cities: Rome**

The fabric and image of the city seen in planning, architecture, and the works of artists and writers. Attention to the city as an ideal and an example, dealing with it from its foundation to the present, though major periods are emphasized. Prerequisite: 100.

4 semester-hours credit

*John Pinto*

T Th 8-9:20

#### **[206b History of Sculpture: Sixteenth through Nineteenth Centuries]**

Masterpieces of major representative sculptors and sculptural movements as reflections of Western civilization from the contemporaries of Michelangelo through the work of Rodin. Recommended background: 100 or any course in the history of art after the Renaissance. Offered in alternate years.

4 semester-hours credit

#### **207a Oriental Art: China**

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain, and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. Alternates with 208a.

4 semester-hours credit

*Marilyn Rbie*

M W F 1-2 p.m.

#### **[208a Oriental Art: Japan]**

The art of Japan, especially painting, sculpture, architecture, and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 207a.

4 semester-hours credit

#### **210b The Art of Ancient Egypt and the Aegean Bronze Age**

The architecture, sculpture, painting, and minor arts of Egypt and of Cyclades, Crete, and the Greek mainland between 3000 B.C. and 1000 B.C. The course will consider the rediscovery of the art of these civilizations in modern times and the modern interpretations of the art. The course will include museum trips.

4 semester-hours credit

*Caroline Houser*

T Th 11-11:50 a.m. plus Saturday museum trips to be arranged

#### **[211b The Art of Greece]**

Architecture, sculpture, painting, and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years.

4 semester-hours credit

#### **[212a The Art of Rome]**

A consideration of the art of the Roman world as the first "modern art" in terms of the richness of its stylistic diversity. Roman architecture, sculpture, and painting from their Hellenistic and Etruscan origins to their late antique/early Christian phase, seen within the context of the social, political, and religious environment that produced them. Offered in alternate years.

4 semester-hours credit

#### **213b Oriental Art: India**

The art of India and bordering regions to the north from the Indus Valley Civilization through the Ancient and Classical Gupta Age, the Medieval Period, and the Mughal-Rajput Period, as expressed in the architecture, sculpture, and painting of the Buddhist, Hindu, Jain, and Muslim religions.

Offered in alternate years.

4 semester-hours credit

*Marilyn Rbie*

T Th 11-12:10 p.m.

#### **214a Greek Sculpture**

Study of Greek sculpture from the archaic period through the monuments of Periclean



Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations.  
4 semester-hours credit

*Caroline Houser*

T Th 9:30-10:50 a.m.

**[215a Ancient Cities and Sanctuaries]**

A study of selected Egyptian, Greek, and Roman sites as revealed by archeological, literary, and historical evidence. Planning, architecture, and artistic forms as shaped by social, political, and religious factors. Offered in alternate years.

4 semester-hours credit

**[216b Images of Women in Ancient Art]**

The varying depictions of women in art from the Neolithic period through the Roman empire analyzed as reflections of attitudes toward women and their changing roles in society. Special emphasis on the representations of women in Greek and Roman painting and sculpture in exploring themes like the symbolism of clothing and coiffure, women in religious cults, women at work. (E)

4 semester-hours credit

**HST 218b Thought and Art in the Sung Dynasty**

**221b Early Medieval Art**

Art from the time of Constantine to Charlemagne with emphasis on painting, mosaic, and sculpture. Prerequisite: 100 or the equivalent. Offered in alternate years.

4 semester-hours credit

*Robert Harris*

M W F 10:40-11:50 a.m.

**[222b Romanesque and Byzantine Art]**

Architecture, sculpture, illuminated manuscripts, and painting from the ninth through the twelfth centuries with emphasis on England, France, Germany, and the Byzantine Empire. Prerequisite: 100 or the equivalent, or 221b. Offered in alternate years.

4 semester-hours credit

**224a Gothic Art**

Architecture, sculpture, and painting from the mid-twelfth through the fourteenth centuries with emphasis on France, England, and Germany. Prerequisite: 100. Offered in alternate years.

4 semester-hours credit

*Robert Harris*

M W F 2:10-3 p.m.

**[231a Northern European Art of the Fourteenth and Fifteenth Centuries]**

Sculptural and pictorial imagery in the late middle ages with special consideration of early Netherlandish panel painting from Jan van Eyck to Bosch. Recommended background: 100. Offered in alternate years.

4 semester-hours credit

**232a Northern European Art of the Reformation Era**

Painting, sculpture, and the graphic arts in Austria, France, Germany, and the Netherlands in the sixteenth century. Special attention to the work of Dürer. Recommended background: 100. Offered in alternate years.

4 semester-hours credit

*Charles Talbot*

M W F 3:10-4 p.m.

**[233a Italian Fifteenth-Century Art]**

The painting, sculpture, and architecture of the early Renaissance. Recommended background: 100. Offered in alternate years.

4 semester-hours credit

**[234a Renaissance Architecture]**

A survey of architectural theory and practice in Italy between 1400 and 1600. Major monuments of Renaissance architecture in France, Spain, and England will be examined as well. Recommended background: 100.

4 semester-hours credit

**235a Italian Sixteenth-Century Art**

Painting, sculpture, and architecture from the High Renaissance to the Counter-Reformation. Recommended background: 100. Offered in alternate years.

4 semester-hours credit

*Craig Felton*

T Th 1-2:50 p.m.

**[241b The Art of the Seventeenth Century in Italy, France, and Spain]**

Major works of painting and sculpture will be emphasized. Recommended background: 100.

4 semester-hours credit

**242b Dutch and Flemish Art of the Sixteenth and Seventeenth Centuries**

Special consideration given to the work of Bruegel, Rubens, and Rembrandt and to the development of landscape, portraiture, and genre painting.

4 semester-hours credit

*Charles Talbot*

M W F 3:10-4 p.m.

**[244a Baroque Architecture]**

Design and meaning in the architecture of Italy and other Western European countries from the later sixteenth to the early eighteenth centuries. Recommended background: 100. Offered in alternate years.

4 semester-hours credit

**[246a Art of the Eighteenth Century in Europe]**

Painting, architecture, and sculpture in Europe, with emphasis on developments in England and France. Recommended background: 100. Offered in alternate years.

4 semester-hours credit

**251a Nineteenth-Century Art**

From Goya and Jacques Louis David through the Impressionist and Post-Impressionist painters. Recommended background: 100.

4 semester-hours credit

*Jaroslav Lesbko*

M W F 9:20-10:30 a.m.

**[252a History of Photography]**

A survey of photography and photographers in Europe and America. Prerequisite: one of the following: 100, 251a, 253a, 254b, 256b, or 282a or b.

4 semester-hours credit

**[253b The Arts in America]**

The art of colonial America and the early republic, from the seventeenth century to the Civil War, including architecture, sculpture, painting, and the decorative arts. Recommended background: 100. Offered in alternate years. To be offered in 1986-87.

4 semester-hours credit

**254b The Arts in America**

American art and architecture since the Civil War, with emphasis on the major figures and main currents in the various arts. Not to be offered in 1986-87.

4 semester-hours credit

*Lisa Reitzes*

M W F 1-2 p.m.

**[255a Architecture of the Nineteenth Century]**

Architecture from the late eighteenth century to the 1890s. Recommended background: 100, 202, or 280. Offered in alternate years.

4 semester-hours credit

**256b Contemporary Art**

Twentieth-century movements in Europe and America. Recommended background: 100 or 251a.

4 semester-hours credit

*Jaroslav Lesbko*

M Th 9:30-10:50 a.m.

**257a American Architecture and Urbanism**

The history of building and city planning in America, with special emphasis on the past 200 years. Recommended background: 100. Offered in alternate years.

4 semester-hours credit

*Helen Searing*

T Th 8-9:20 a.m.

**[258b Architecture of the Twentieth Century]**

Modern architecture and urbanism from 1890 to the present. Recommended background: 100, 202, 255, 257, or 280. Offered in alternate years. To be offered in 1987-88.

4 semester-hours credit

**[259a Colloquium: Twentieth-Century Sculpture]**

The course will concentrate on vanguard art in three dimensions. (E)  
4 semester-hours credit

**[260b The History of Graphic Arts]**

A survey of prints and printmaking from 1400 to the present in Europe and America. Prerequisite: 100. Enrollment limited to 25. Offered in alternate years.  
4 semester-hours credit

**261a The Composition of Books**

A survey of the printed book as an art form from the fifteenth to the twentieth century. Admission by permission of the instructor.  
4 semester-hours credit

*Ruth Mortimer*

Th 3-4:50 p.m.

**[REL 273b Chinese Buddhism and Buddhist Art]****[REL 274b Japanese Buddhism and Japanese Art]****EAS 278a Pure Land and Zen Art****[283b The Motion Picture as Art Form]**

An analysis of motion picture masterpieces from the era of D. W. Griffith to the present, considered from an art-historical point of view. Style, aesthetic effects, and the technical means used to achieve them, as well as the social-historical context of each film emphasized. Special attention to the importance of the motion picture as a twentieth-century art form. (E)  
4 semester-hours credit

**290b Colloquium: Architectural Studies**

Topic for 1985-86: Nineteenth-Century Architecture and Theory. Enrollment limited; admission by permission of the instructor.

4 semester-hours credit

*Helen Searing*

Th 1-2:50 p.m.

**301, 301a, 301b Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.

4 semester-hours credit

**303b Problems in the History of Art**

Recommended for senior honors students; open to senior art majors by permission of the instructor.

4 semester-hours credit

*Robert Harris*

T 3-4:50 p.m.

**[307b Colloquium on Michelangelo]**

4 semester-hours credit

**Seminars****310b Studies in Greek Art**

4 semester-hours credit

*Caroline Houser*

Th 3-4:50 p.m.

**[315a Studies in Roman Art]**

4 semester-hours credit

**321a Studies in Early Medieval Art**

4 semester-hours credit

*Robert Harris*

Th 7:30-9:30 p.m.

**331b Studies in Northern European Art**

Topic for 1985-86: Conceptions and perceptions of nature—landscape and still-life painting of the sixteenth and seventeenth centuries.

4 semester-hours credit

*Charles Talbot*

Th 7:30-9:30 p.m.

**[333b Studies in Italian Renaissance Art]**

4 semester-hours credit

**342b Problems in Seventeenth-Century Art**

Topic for 1985-86: G. L. Bernini.

4 semester-hours credit

*John Pinto*

T 1-2:50 p.m.



**348a English Art, Architecture, and Design in the Nineteenth Century**

Emphasis on the relationships between literature, social theory, and the arts.

4 semester-hours credit

*Helen Searing*

T 1-2:50 p.m.

**[351b Studies in Nineteenth-Century European Art]**

4 semester-hours credit

**[352a Colloquium: Art and Society]**

4 semester-hours credit

**354a Studies in American Art**

Topic for 1985-86: Nineteenth-Century American Sculpture.

4 semester-hours credit

*Lisa Reitzes*

T 3-4:50 p.m.

**356a Studies in Twentieth-Century Art**

4 semester-hours credit

*Jaroslav Lesbko*

Th 1-2:50 p.m.

**357b Introduction to Museum Problems**

Admission by permission of the instructor.

4 semester-hours credit

*Charles Chetham*

M 2:10-4 p.m.

**[359a Studies in Modern Architecture]**

To be offered in 1986-87.

4 semester-hours credit

**[361a Studies in Graphic Art]**

Concentration on prints of the nineteenth and twentieth centuries in the Smith Museum.

4 semester-hours credit

**[REL 370b Hindu Religious Traditions]****[375b Studies in Oriental Art]**

4 semester-hours credit

**Graduate**

For information about graduate work in art, application should be made to the chair of the department.

**Adviser:** To be announced.

**400 Research and Thesis**

4 semester-hours credit

**401, 401a, 401b Advanced Studies**

401a or 401b may be taken for 8 semester-hours credit.

**B. Studio Courses**

A fee for basic class materials is charged in 161a, 161b, 171a, 262b, 265b, 266a, 266b, 267b, 268b, 271a, 272a, 273a, 275b, 276b, 282a, 282b, 305a, 362a, 362b, 369b, 372b, 374b, 382b. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ART 100 requirement in the freshman or sophomore year.

**Introductory Courses**

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 20 per section. Two 100-level courses will be considered prerequisites for most offerings at the 200 and 300 levels. However, the second 100-level course may be taken during the same semester as an intermediate-level course with the permission of the instructor.



### 161a Design Workshop I

An introduction to visual experience through a study of the basic principles of design.

4 semester-hours credit

*Nicholas von Bujdoss, Director*

Nine studio hours of which six must be

*Lee Burns, M W 1-4 p.m.*

*Stephen Petegorsky, T Th 9-11:50 a.m.*

*Janis Theodore, T Th 1-4 p.m.*

### 161b A repetition of 161a.

4 semester-hours credit

Nine studio hours of which six must be

*Janis Theodore, T Th 1-4 p.m.*

To be announced, W F 1-4 p.m.

### 163a Drawing I

An introduction to visual experience through a study of the basic elements of drawing.

4 semester-hours credit

*Nicholas von Bujdoss, Director*

Nine studio hours of which six must be

*Elliot Offner, M W 1-4 p.m.*

*Janis Theodore, T Th 9-11:50 a.m.*

*Nicholas von Bujdoss, T Th 1-4 p.m.*

### 163b A repetition of 163a.

4 semester-hours credit

Nine studio hours of which six must be

*Gary Niswonger, M W 1-4 p.m.*

*Janis Theodore, T Th 9-11:50 a.m.*

*Dwight Pogue, T Th 1-4 p.m.*

### [171b Introduction to the Materials of Art]

An introduction to materials used in the various arts. For students not intending to major in studio art. Limited to 25.

4 semester-hours credit

### Intermediate Courses

Unless stated otherwise, the prerequisite for intermediate courses is two introductory courses.

### 262b Design Workshop II

Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication, and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor.

4 semester-hours credit

*Lee Burns*

*M W 1-4 p.m.*

### 264a Drawing II

Advanced problems in drawing, including study of the human figure. Prerequisite:

163a or b, or permission of the instructor.

Enrollment limited to 15.

4 semester-hours credit

*Gary Niswonger*

*T Th 1-4 p.m.*

### 264b A repetition of 264a

Enrollment limited to 15.

4 semester-hours credit

*Elliot Offner*

*M W 1-4 p.m.*

### 265b Color

Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper, and light. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Offered in alternate years.

4 semester-hours credit

*Nicholas von Bujdoss*

*T Th 9:10-11:50 a.m.*

### 266a Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisites: 161a or b and 163a or b, or permission of the instructor.

4 semester-hours credit

*Nicholas von Bujdoss*

*T Th 9-11:50 a.m.*

### 266b A repetition of 266a

4 semester-hours credit

*To be announced*

*W F 9:10-11:50 a.m.*

**267a Watercolor Painting**

Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 161a or b, 163a or b, and 266a or b, or permission of the instructor.

4 semester-hours credit

*Susan Heideman*

M W 1-4 p.m.

**268a Serigraphy**

Experiments in line, color, and form, using the graphic medium of silkscreen. Prerequisites: 161a or b, or 163a or b. Admission by permission of the instructor. Enrollment limited to 15.

4 semester-hours credit

*Dwight Pogue*

M W 1-4 p.m.

**271a Graphic Arts**

Methods of printmaking, with emphasis on lithographic techniques. Prerequisites: 161a or b, or 163a or b, and permission of the instructor. Enrollment limited to 15.

4 semester-hours credit

*Dwight Pogue*

M W 9-11:50 a.m.

**272a Intaglio Techniques**

An introduction to intaglio techniques, particularly collagraph, drypoint, etching, and engraving. Prerequisites: 161a or b, or 163a or b, and permission of the instructor. Enrollment limited to 15.

4 semester-hours credit

*Gary Niswonger*

T Th 9:10-11:50 a.m.

**273a Sculpture I**

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor.

4 semester-hours credit

*Lee Burns*

M W 9:10-11:50 a.m.

**275a An Introduction to Printing**

Setting type and printing books and

ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor.

4 semester-hours credit

*Elliot Offner*

M W 9:10-11:50 a.m.

**276b Calligraphy**

The art of writing and constructing letters and the use of calligraphy and lettering as design.

4 semester-hours credit

*Elliot Offner*

M W 9:10-11:50 a.m.

**280a, 280b Introduction to Architecture, City Planning, and Landscape**

Preliminary instruction in drafting, perspective, and lettering, followed by planning and design problems. Prerequisite: 100.

4 semester-hours credit

*Richard Joslin*

M F 9:10-11:50 a.m.

**282a Photography I**

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Admission by permission of the instructor.

4 semester-hours credit

*Chester Michalik, Director.*

*Stephen Petegorsky, T Th 1-4 p.m.*

*Chester Michalik, W F 9:10-11:50 a.m., 1-4 p.m.*

Nine studio hours of which six must be W F 9:10-11:50 a.m.; W F 1-4 p.m.;

or T Th 1-4 p.m.

**282b A repetition of 282a**

4 semester-hours credit

*Stephen Petegorsky*

Nine studio hours of which six must be T Th 9:10-11:50 a.m.

**Advanced Courses**

Unless stated otherwise, the prerequisite for advanced courses is one intermediate course.

**301, 301a, 301b Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.

4 semester-hours credit

**EDC 305a The Teaching of Art****362a, 362b Painting II**

Advanced problems in painting, encompassing varied subject matter, spatial structures, and media. Prerequisites: 266a or b, and permission of the instructor.

4 semester-hours credit

362a: *Susan Heideman*, M W 9:10-11:50 a.m.;

362b: *Nicholas von Bujdoss*, T Th 1-4 p.m.

**369b Photo-Screen Printing**

Advanced study in serigraphy combined with photographic processes. Prerequisites: at least one of the following: 271a, 272a, 275b, 282a or b, and 268b. Admission by permission of the instructor. Enrollment limited to 15.

4 semester-hours credit

*Dwight Pogue*

T Th 9:10-11:50 a.m.

**372b Graphic Arts II**

Advanced study in printmaking, with emphasis on etching or lithography. Emphasis alternates yearly. Topic for 1985-86: Etching. Prerequisites: 271a or 272a, and permission of the instructor. Enrollment limited to 15.

4 semester-hours credit

*Gary Niswonger*

M W 9:10-11:50 a.m.

**374b Sculpture II**

Advanced problems in sculpture using bronze casting, welding, and various media. Prerequisites: 273a and permission of the instructor.

4 semester-hours credit

*Lee Burns*

M W 9:10-11:50 a.m.

**[376b Printing and Graphic Art]**

Design and printing of broadsides and books. Instruction given in typography and woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15.

4 semester-hours credit

**381a, 381b Architecture**

Further problems in planning and design, together with instruction in elementary construction. Prerequisite: 280 or permission of the instructor.

4 semester-hours credit

*Richard Joslin*

M F 1-4 p.m.

**382b Photography II**

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b, and permission of the instructor.

4 semester-hours credit

*Stephen Petegorsky*

T Th 1-4 p.m.

**[383 Problems in Landscape Design I]**

Prerequisite: 280.

8 semester-hours credit

**Graduate****460a, 460b Studies in Design, Drawing, Painting, Photography, Graphic Arts, or Sculpture**

4 semester-hours credit

*Members of the Department*

**481 Architecture**

8 semester-hours credit

**483 Landscape Architecture**

8 semester-hours credit



## The Major

**Advisers:** Lee Burns, Robert Harris, Susan Heideman, James Holderbaum, Caroline Houser, Barbara Kellum, Jaroslaw Leshko, Chester Michalik, Gary Niswonger, Elliot Offner, Stephen Petegorsky, John Pinto, Dwight Pogue, Lisa Reitzes, Helen Searing, Charles Talbot, Nicholas von Bujdoss.

**Adviser for Study Abroad:** Caroline Houser.

Based on 100, or 100 and 161a or b and 163a or b. Majors are advised that there is one art major, whether Plan A, B, or C, and at least 16 courses must be taken outside the Art Department. Normally, ART 100 should be completed by the end of the sophomore year.

### Plan A

Basis: 100.

Requirements: 100 and one course in Section B and seven semester courses in Section A, including three from three of the six areas Alpha through Zeta. Students are required to take at least one seminar in the history of art and to write at least one research paper, which will ordinarily be one written for a seminar (not a term paper for a 200-level course), or it may be an honors or special studies project.

#### Areas Alpha-Zeta

Alpha—Ancient: 204b; 205b; 210b; 211b; 212a; 214a; 215a; 216b; 310b; 315a.

Beta—Medieval: 221a; 222b; 224b; 321a.

Gamma—Renaissance: 231a; 232b; 233a; 234a; 235a; 307b; 331b; 333b.

Delta—Baroque and Rococo: 206b; 241b; 242b; 244a; 246a; 253a; 342b.

Epsilon—The past 200 years: 250a; 251a; 252a; 254b; 255a; 256b; 257ba; 258b; 259a; 348a; 351b; 352a; 354a; 356a; 359a; 361a.

Zeta—Oriental or African: 207a; 208a; 213b; 375b;

HST 218b; EAS 278a.

### Plan B

Basis: 100, 161a or b, and 163a or b.

Requirements: the basis, plus six semester courses in studio art, and two semester courses in history of art from two of the six areas Alpha through Zeta.

Majors are strongly urged to take at least one seminar. With the approval of the adviser, two semester courses in closely related subjects offered by other departments may be counted as credit toward the major.

### Plan C

Basis: 100, 280, and 161 (or its equivalent).

Requirements: two additional semester courses in three-dimensional design and architectural drafting (e.g., 381, 383, 262b, and/or their equivalents in other Valley institutions) and four semester courses from Plan A (those that cover architectural and urbanistic monuments: thus 202, 205, 215, 234, 244, 255, 257, 258, 290, 359), and/or their equivalents in other Valley institutions, of which three should be courses from two of the six areas Alpha through Zeta. Students are required to take at least one seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an honors or special studies project.

## The Minors

### Plan A

**Advisers:** Helen Searing, John Pinto.

**Architecture and Urbanism:** Seeks to draw together the department's offerings in architectural history into a cohesive unit. ART 100 is recommended. The requirements are:



- ART 202b History of City Planning and Landscape Design
- ART 205 Great Cities (topic differs each time it is offered)
- Choose four courses from the following:
- ART 215 Ancient Cities and Sanctuaries
- ART 234 Renaissance Architecture
- ART 244a Baroque Architecture
- ART 255a Architecture of the Nineteenth Century
- ART 257b American Architecture and Urbanism
- ART 258b Architecture of the Twentieth Century
- ART 290b Colloquium: Architectural Studies
- ART 359a Seminar: Studies in Modern Architecture

## Plan B

**Advisers:** Members of the Art History faculty.

**Art History:** Designed for those who wish to focus some of their attention on art history but who do not choose to major in the history of art. The requirements are: (1) ART 100; (2) any three courses in Art History at the 200 level; and (3) any one course in Art History at the 300 level.

With this skeletal structure, the student may construct a minor as specific or comprehensive as she desires, with advising.

## Plan C

**Advisers:** Gary Niswonger, Dwight Pogue, Ruth Mortimer, Elliot Offner.

**Graphic Arts:** seeks to draw together the department's offerings in graphic arts

studio and history into a cohesive unit. Drawing I is recommended. The requirements are: (1) ART 264a, 264b Drawing II (basis); (2) ART 260b, History of Graphic Arts or ART 261a, Composition of Books; and (3) any four from: ART 268, 271, 272, 275, 369, 372, 376, of which one should be at the 300 level or a continuation of one medium.

## Plan D

**Advisers:** Elliot Offner, Nicholas von Bujdoss.

**Studio Art:** designed for those who wish to focus some of their attention on studio art but who do not choose to major in studio. The requirements are: (1) ART 161 and 163 (basis); (2) Any three courses in Studio Art at the 200 level; and (3) any one course in Studio Art at the 300 level.

## Honors

**Secretary of Honors Committee:** Chester Michalik.

Basis: 100.

### 501 Thesis

8 semester-hours credit

**Requirements:** the basis for the major, with 303 optional but recommended for art history majors. The candidate will undertake a year-long project or thesis (501) for 8 semester-hours credit.

**Presentation:** the candidate will present her work to the Honors Committee in an oral critique or defense during April.

## Five College Departmental Major and Minor in Astronomy

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**Associate Professor**

Richard E. White, Ph.D.

**Assistant Professor**

Suzan Edwards, Ph.D.

**Teaching Associate**

Krystyna Helena Jaworowska

**Five College Lecturers**

Thomas Travis Arny, Ph.D. (Associate Professor, University of Massachusetts)  
 Tom R. Dennis, Ph.D. (Associate Professor, Mount Holyoke College)  
 William A. Dent, Ph.D. (Professor, University of Massachusetts)  
 Paul F. Goldsmith, Ph.D. (Associate Professor, University of Massachusetts)  
 George S. Greenstein, Ph.D. (Professor, Amherst College)  
 Edward Robert Harrison, F. Inst. P. (Professor, University of Massachusetts)

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William Michael Irvine, Ph.D. (Professor, University of Massachusetts)

Susan G. Kleinmann, Ph.D. (Visiting Associate Professor, University of Massachusetts)

John Kwan, Ph.D. (Associate Professor, University of Massachusetts)

F. Peter Schloerb, Ph.D. (Assistant Professor, University of Massachusetts)

Ronald L. Snell (Assistant Professor, University of Massachusetts)

Stephen E. Strom, Ph.D. (Professor, *Chair*, University of Massachusetts)

\*Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)

\*David J. Van Blerkom, Ph.D. (Professor, University of Massachusetts)

Judith S. Young (Assistant Professor, University of Massachusetts)

Students who are planning a major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115a and b and the mathematics sequence up to Calculus II (122a or b) at their first opportunity.

The Astronomy Department is a Five College Department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall,

the Whately Observatory of Smith College with a 16" Cassegrain Reflector, the Five College Radio Observatory in the Quabbin Reservoir region, the Amherst Observatory with an 18" refractor, and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the Five Colleges, courses designated FC may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College Astronomy office (545-2194) to learn the time of the first class meeting.

**100a A Survey of the Universe**

An overview of ancient and modern understanding of the cosmos, including an introduction to celestial motions and an exploration of current ideas concerning the origin, structure, and evolution of the Earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, galaxies, clusters of galaxies, and the universe as a whole. This course is designed for non-science majors. There are occasional evening laboratories, for demonstration of the Amherst College planetarium, constellation identification, and optical observing with the telescopes of the Five College Astronomy Department.

4 semester-hours credit

*Suzan Edwards*

M W F 10:40-11:50 a.m.; plus occasional evening observing sessions

**[100b A Survey of the Universe]**

Repetition of 100a.

4 semester-hours credit

*Richard White, Suzan Edwards*

M W F 10:40-11:50 a.m.; plus occasional evening observing sessions.

**113a FC13a The Solar System**

An introduction to civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than 100 and intended for students who desire a deeper though still nontechnical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the Earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres, and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the Earth and other planets.

4 semester-hours credit

*To be announced*

M W 2:30-3:45 p.m. at UMass

**115b Introduction to Astronomy**

A comprehensive introduction to the study of classical and modern astronomy, covering: planets—their origin, orbits, interiors,

surfaces, and atmospheres; stars—their formation, structure, and evolution; and the universe—its origin, overall structure, and final destiny. This introductory course is designed for students who are comfortable with precalculus mathematics, including science majors. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the Five College Astronomy Department. Prerequisite: MTH 120a or the equivalent.

4 semester-hours credit

*Suzan Edwards*

M W F 9:20-10:30 a.m., lab. M 7 p.m.

**[210a FC12a Special Topics in Astronomy]**

Recent developments in astronomy will be examined in a seminar format. Topics include formation of the solar system, planetary rings, stellar activity, binary stars, cataclysmic variables, and extraterrestrial life.

Prerequisite: 100 or 101 or 110 or 115.

4 semester-hours credit

**219a FC19a Planetary Science**

An introductory course in planetary science for physical science majors with an interest in the solar system. Survey of current knowledge of: the interiors, surface features and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres of the terrestrial and Jovian planets; asteroids; comets; planetary rings; and the origin of the solar system. Emphasis on the results of recent spacecraft missions to Venus, Jupiter, and Saturn. Two meetings per week. Prerequisites: one semester of calculus and one semester of a physical science; familiarity with physics is essential.

4 semester-hours credit

*F. Peter Schloerb*

M W 2:30-3:45 p.m. at UMass

**220b FC20b Cosmology**

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear



upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology, and its future as a science. Prerequisites: MTH 121a or b and one physical science course.

4 semester-hours credit

*George Greenstein*

M W 2:30-3:45 p.m. at Smith

### **221a FC21a Stars and Stellar Evolution**

For students interested in a quantitative introductory course. Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars, and black holes. Prerequisites: MTH 121a or b, and PHY 115a, which may be taken concurrently.

4 semester-hours credit

*Thomas Arny*

T Th 2:30-3:45 p.m. at Amherst

*Tom Dennis*

Evening labs. at Mount Holyoke College, to meet on an unscheduled basis

### **222b FC22b Galactic and Extragalactic Astronomy**

For students interested in a quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Prerequisites: MTH 121a or b, PHY 115a, and CSC 115a or b.

4 semester-hours credit

*Richard White*

T Th 2:30-3:45 p.m. at Amherst

### **234b FC34b History of Astronomy**

Lectures, readings, and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth and nineteenth centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Non-technical, with emphasis on history and cosmology.

4 semester-hours credit

*Edward Harrison*

T Th 2:30-3:45 p.m. at UMass

### **301a, 301b Special Studies**

Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology.

4 semester-hours credit

### **335a FC35 Stellar Evolution and Nucleosynthesis**

The chemical elements of which we are made were formed by nuclear reactions billions of years ago in stars and in supernova explosions. This course details those processes by discussion of the following topics: principles of stellar structure; methods for constructing numerical models for stars; evolutionary sequences of models; the death of stars; comparison between model calculations and observations; the abundances and history of the chemical



elements. Assignments include experiments with computer models. Astronomy background not required. Prerequisites: MTH 122 and AST 221 or 222 or PHY 115. 4 semester-hours credit

*Tom Dennis*

M W 2:30-3:45 p.m. at Mount Holyoke

### **337a FC37a Observational Optical Astronomy**

An introduction to the techniques of gathering and analyzing astronomical data. The optics of telescopes and spectrographs. Error analysis. Astrometry, photometry, spectroscopy, and their use to determine the positions, motions, brightnesses, temperatures, radii, masses, and chemical compositions of stars. Prerequisites: MTH 122a or b, PHY 115a or b, and AST 221a and 222b (students unable to complete 221a and 222b may make special arrangements to complete the laboratory prerequisites). 4 semester-hours credit

*Richard White*

M W 2:30-3:45 p.m. at Smith, plus an evening lab., to be arranged

### **338b FC38b Observational Radio Astronomy**

Equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature, and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; non-thermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Prerequisite: PHY115a or b or permission of the instructor. 4 semester-hours credit

*Ronald Snell, Paul Goldsmith*

T Th 2:30-3:45 p.m. at UMass

### **343a FC43a Astrophysics I: Stellar Structure**

Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations,

virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. Physics of stellar and galactic structure. Prerequisites: PHY 214b and 220a, or permission of the instructor. 4 semester-hours credit

*John Kwan*

M F 1:25-2:45 p.m. at UMass

### **344b FC44b Astrophysics II: Cosmic Electrodynamics and Hydrodynamics**

An introduction to a broad range of general astrophysical principles and techniques, such as the processes of continuum and line emission. The calculation of radiation transfer and the treatment of hydrodynamics and shocks. Physical understanding of concepts, rather than mathematical rigor. Immediate application of techniques learned to diverse astronomical phenomena. Prerequisite: 343a or permission of the instructor. 4 semester-hours credit

*John Kwan*

M F 1:25-2:45 p.m. at UMass

## **Graduate**

Seniors who are exceptionally well-prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

### **UMass 640 Galactic and Extragalactic Astronomy**

UMass 700 Independent Study

UMass 717 Plasma Astrophysics

UMass 730 Radio Astrophysics

UMass 731 Radio Astronomy

UMass 732 Numerical Techniques in Experimental Physics and Astronomy

UMass 741 The Interstellar Medium

UMass 746 Solar System Physics

UMass 748 Cosmology and General Relativity

UMass 843 Stellar Atmospheres

## The Major

**Advisers:** Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics, and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The Astronomy major, therefore, is designed to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers are urged to consider a double major with physics. Especially well-prepared students may enroll in graduate astronomy courses.

**Basis:** 221a and 222b.

**Requirements:** 12 semester courses, including the basis, PHY 115a and b, three courses selected from MTH 200b, 201a or b, 202a or b, 205a, and 222a, and two astronomy courses at the 300 level. The remaining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. A one- or two-semester special studies or honors project in the senior year may be taken for an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

## The Minor

**Advisers:** Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy, or education, for students who wish to apply their astronomical background in a broader context, such as history of science, scientific writing or editing, or science education.

**Basis:** 115b or 221a or 222b.

**Requirements:** Six semester courses, including the basis, PHY 115a and b, and three further intermediate or advanced astronomy courses, including 221a or 222b.

## Honors

**Directors:** Suzan Edwards, Richard White.

**Prerequisites:** 221a and 222b.

### 501 Thesis

8 semester-hours credit

### 502 Thesis

12 semester-hours credit

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## Interdepartmental Major in Biochemistry

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### Advisers

Stylianios Scordilis, Associate Professor of Biological Sciences

Jeanne Powell, Professor of Biological Sciences

Kenneth Hellman, Professor of Chemistry, *Director*

Mary Dygert, Assistant Professor of Chemistry

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Requirements: BIO 101a or b, 102a or b, 103a or b, 230a or 215a, and either 302a, 323a, 330b, or [333a]; CHM 101a and b, or 102a and b, 222a and b, 235a or 231a and b, and 352b. MTH 122a or b, or its equivalent, is a prerequisite for CHM 231a and 235a.

Recommended courses: students planning further study in biochemistry are advised to include PHY 115a and b, CHM 231a and b, and additional courses in mathematics.

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 103a or b and CHM 222a and b before the junior year.

### Honors

**Director:** Stylianios Scordilis.

#### 501 Thesis

8 semester-hours credit

#### 502 Thesis

12 semester-hours credit

Requirements: same as for the major, and a research project (BCH 501, 502) pursued throughout the senior year. An examination in biochemistry and an oral presentation of the honors thesis.

## Departmental Major and Minor in Biological Sciences

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**Professors**

\*B. Elizabeth Horner, Ph.D.  
 Carl John Burk, Ph.D., *Chair*  
 David Andrew Haskell, Ph.D.  
 Elizabeth Ann Tyrrell, Ph.D.

\*\*Jeanne A. Powell, Ph.D.  
 Stephen G. Tilley, Ph.D.  
 Philip D. Reid, Ph.D.

†Robert B. Merritt, Ph.D.  
 Margaret Anderson Olivo, Ph.D.  
 Richard Francis Olivo, Ph.D.

**Associate Professors**

Richard T. Briggs, Ph.D.  
 Stylianos P. Scordilis, Ph.D.

**Assistant Professors**

A. Faye Schrater, Ph.D.  
 Steven A. Williams, Ph.D.  
 Virginia Hayssen, Ph.D.

**Lecturers**

Richard H. Munson, Ph.D.  
 \*Mary Helen Laprade, Ph.D.  
 Martha Spiegelman, Ph.D.

**Laboratory Instructor**

Graham R. Kent, M.A.

**Teaching Fellows**

Theresa M. Penna, B.A.  
 Sriyanie Miththapala, B.Sc.  
 Hyma Subbarathnam, B.Sc.

**Assistant Professor**

(at Smith College under  
 the Five College Coastal and Marine  
 Sciences Program)  
 Paulett Peckol, Ph.D.

Students having Advanced Placement scores of 4 or 5 will be granted one course credit towards the completion of the major or minor in Biological Sciences. AP credit or equivalent preparation may be used to obtain exemption from BIO 101, 102, or 103 on the basis of a placement examination. AP credit can be used as one credit towards one of the electives. It cannot be used to substitute for distribution courses or 300-level courses.

The following six courses are designed primarily for students outside the biological sciences. They have no college biology course prerequisites, and except for the second semester of 210, they do not count toward the requirements for the major in biological sciences.

**122b Microbiology**

A study of microorganisms, illustrating the benefits and hazards of microbial activities as they affect human beings and the environment. A course in high-school biology is strongly recommended.

4 semester-hours credit

*Elizabeth Tyrrell*

T Th 9:30-10:50 a.m.

**150a Human Biology**

A study of the systems of the human body, their functions, development, and genetics, as they relate to health, disease, and human society.

4 semester-hours credit

*Margaret Olivo, Elizabeth Tyrrell*

T Th 9:30-10:50 a.m.; lab. every other  
 T 1-4 p.m.



### 151b The Mechanisms of Brains and Computers

An introduction to the nonscientist to information processing by brains and by computers. The detection of color and pattern serves as a unifying example to examine basic aspects of brain function, mechanisms of vision in people and animals, nonmathematical aspects of how computers work, and the production and detection of images by computers. The course should be of particular appeal to students in the visual arts. Three hours of lectures and demonstrations.

4 semester-hours credit

*Richard Olivo*

M W F 2:10-3 p.m.

### 210 Horticulture

Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Second semester may be counted within the departmental major.

4 semester-hours credit per semester

*Richard Munson*

Lec. T Th 11-11:50 a.m.;

lab. T Th 9-10:50 a.m.

### 214b Plants and Human Welfare

An introduction to botany and horticulture for non-science majors. The course introduces students to the various plant collections at Smith College including those in the Lyman Plant House and the campus grounds and gardens. The use of plants for food and fibre is also stressed as well as the agricultural practices that are used to produce them.

4 semester-hours credit

*Philip Reid*

Lec. M W F 2:10-3 p.m.

### 241a Conservation of Natural Resources

Basic ecological principles and their application to the conservation for human society of soil, water, vegetation, and wildlife. One previous semester of college science strongly recommended. One fall field trip.

4 semester-hours credit

*John Burk*

Lec. T Th 11-11:50 a.m.

BIO 101a or b (or 100a or b) is a prerequisite for all other courses. Many courses have additional prerequisites, which in some cases include a year of college chemistry.

### 101a, 101b Life, Unity and Diversity, Stability and Change

An introduction to organismal, evolutionary, and environmental biology designed to acquaint prospective majors and non-majors with the principal features of living systems from the cellular to community levels, the major patterns of organismal diversity, and the mechanisms by which these patterns are generated and maintained. Topics include the organization and function of cells and organisms, basic molecular and population genetics, basic evolutionary theory, surveys of animal and plant diversity, and principles of population and community ecology.

4 semester-hours credit

*Philip Reid, Stephen Tilley*

Lec. M W F 8-9:10 a.m., and one hour of dis. to be arranged

### 102a, 102b Genetics and Evolutionary Mechanisms

Introduction to classical, molecular, and evolutionary genetics. Topics include the chromosome theory, genetic mapping, DNA structure and function, gene regulation, quantitative inheritance, genetic coadaptation, and inbreeding.

4 semester-hours credit

*Steven Williams, Graham Kent*

Lec. M W F 10:40-11:50 a.m.; lab. M T or Th 1-4 p.m.

### 103a, 103b Cell and Molecular Biology

The structural and molecular bases of cellular functions. The cell as the fundamental unit of life, including: functions of the organelle, energetics; regulatory and physiological mechanisms; mechanisms of differentiation; as well as some explication of the relationship of cellular function to higher levels of organization. Prerequisites:

102a or b, and CHM 101a and b or 102a and b.

4 semester-hours credit

*103a: Jeanne Powell;*

*103b: Stylianos Scordilis*

Lec. M W F 8-9:10 a.m.; lab. M T or

W 1:10-4 p.m.

### **203b Plant Biology**

Plant structure and function at the cellular, organismal, and community levels; survey of the plant kingdom.

4 semester-hours credit

*David Haskell*

Lec. M W F 1-2 p.m.; lab. T or Th 1:10-4 p.m.

### **204a Vertebrate Zoology**

Evolution of form and function in vertebrates. Enrollment limited to 64.

4 semester-hours credit

*Virginia Hayssen*

Lec. T Th 9:30-10:50 a.m.; lab. W F 10 a.m.-12 noon or W F 1-3 p.m.

### **204b A repetition of 204a**

Enrollment limited to 64.

4 semester-hours credit

*Mary Laprade, Elizabeth Horner*

Lec. T Th 9:30-10:50 a.m.

### **[205a Invertebrate Zoology]**

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function, and development are considered. Major groups studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, cnidarians, and echinoderms. Parasitism is considered as a biologically important symbiotic relationship. An optional all-day field trip will be scheduled. To be offered in 1986-87.

4 semester-hours credit

### **[213b Plant Systematics]**

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes, principles of classification, and identification of

local flora. Fieldwork. To be offered in 1986-87.

4 semester-hours credit

### **215a Plant Physiology**

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Prerequisites: 103a or b or 201a or b or 203b.

4 semester-hours credit

*Philip Reid*

Lec. T Th 9:30-10:50 a.m.; lab. M 1-4 p.m.

### **220a General Bacteriology**

Distribution, classification, and general morphology of bacteria, followed by an introduction to bacterial physiology and methods of controlling bacterial growth. Prerequisites: 103a or b or 100a or b, and CHM 101a and b, or 102a and b, or the equivalent.

4 semester-hours credit

*Elizabeth Tyrrell*

Lec. M W F 1-2 p.m.; lab. W F 2:10-4 p.m.

### **230a Animal Physiology**

The strategies and mechanisms evolved by animals for dealing with movement, neural and hormonal control, circulation, respiration, fluid regulation, excretion, and digestion. Prerequisites: 103a or b or 100a or b, and CHM 101a and b, or 102a and b.

4 semester-hours credit

*Margaret Olivo, Richard Briggs*

Lec. M W F 9:20-10:30 a.m.; lab. Th or F 1-4 p.m.

### **240a Principles of Ecology**

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Four hours of laboratory or fieldwork, with an optional all-day field trip.

4 semester-hours credit

*Stephen Tilley*

Lec. T Th 9:30-10:50 a.m.; lab. T 1-5 p.m.

### 242a Plant Ecology

A study of plant communities and the relationship between plants and their environment, with emphasis on fieldwork and review of current literature.

4 semester-hours credit

*John Burk*

Lec. Th 3-4:50 p.m.; lab. F 1:10-4 p.m.

### 243b Evolution and Systematics

The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation, and macroevolutionary patterns. Prerequisite: 102a or b or 100a or b.

4 semester-hours credit

*Stephen Tilley*

Lec. T Th 9:30-10:50 a.m.

### 244a Marine Ecology

Patterns and processes of marine ecosystems, including nutrient cycles, community structures and dynamics, life history characteristics, and human impact on the marine environment. The laboratory applies concepts discussed in lecture and includes field trips. (E)

4 semester-hours credit

*Paulette Peckol* (at Smith College under the Five College Coastal and Marine Sciences Program)

T Th 8-9:20 a.m.; lab. M or Th 1:10-4 p.m.

### 300b Neurophysiology

The physiology of nervous systems, with an emphasis on cellular aspects. Topics include: sensory receptors, visual processing, ionic basis of nerve cell potentials, synapses, neural networks. Prerequisites: 103a or b or 201a or b or 230a, or PSY 211a and a year of chemistry.

4 semester-hours credit

*Richard Olivo*

Lec. M W F 9:20-10:30 a.m.; lab. Th 1-4 p.m.

### 301a Histology

A study of animal tissues, including their composition, origin, differentiation, microscopic anatomy, function, and arrangement

in organs. Prerequisite: 103a or b or 201a or b.

4 semester-hours credit

*Richard Briggs*

Lec. T Th 9:30-10:50 a.m.; lab. T 1-4 p.m. and Th 11 a.m.-12 noon

### 302a Molecular Biology

The basis of molecular structure and function, with particular emphasis on protein biochemistry and related techniques of physical biochemistry. Prerequisites: 103a or b or 201a or b, and CHM 222a and b. Offered in alternate year.

4 semester-hours credit

*Stylianios Scordilis*

Dis. T Th 9:30-10:50 a.m.; lab. T 1-5 p.m.

### 303b Introduction to Biological Fine Structure

An introduction to the basic theory of electron microscopy, discussion of recent advances in the fine structure of biological materials, and practice in the basic techniques of transmission and scanning electron microscopy. Admission by permission of the instructor. Prerequisites: 103a or b or 201a or b, and 301a or 315b.

*Richard Briggs*

Lec. T Th 9:30-10:50 a.m.; lab. T 1-5 p.m.

### 306a Embryology

A study of gametes, fertilization, cleavage, gastrulation, and the early development of organ systems in amphibians, birds, and mammals. Prerequisite: 102a or b or 201a or b or permission of the instructor.

4 semester-hours credit

*Jeanne Powell*

Lec. T Th 9:30-10:50 a.m.; lab. T 1-5 p.m.

### 314a Morphology of Algae and Fungi

Studies in the structure, reproduction, phylogeny, classification, and significance of prokaryotes, algae, and fungi. Prerequisite: 203b or permission of the instructor.

4 semester-hours credit

*David Haskell*

Lec. M W F 9:20-10:30 a.m., and one hour to be arranged



**315b Morphology of the Land Plants**

Studies in the structure, reproduction, phylogeny, classification, and significance of bryophytes, ancient vascular plants and modern vascular plants including the ferns, fern allies, gymnosperms, and angiosperms. Prerequisite: 203b or permission of the instructor.

4 semester-hours credit

*David Haskell*

Lec. M W F 9:20-10:30 a.m., and one hour to be arranged

**322b Principles of Virology**

Introduction to current concepts of virus multiplication and effects on host cells, techniques of virus propagation, and methods of titration and neutralization. Prerequisites: 220a and CHM 222a and b.

4 semester-hours credit

*Elizabeth Tyrrell*

Lec. T Th 1-2:50 p.m.; lab. T 3-4:50 p.m. and one hour W or Th

**323a Molecular Genetics**

The molecular basis of gene transmission and expression; the organization of genes and their regulation; uses of molecular cloning in genetic analysis. The laboratory uses the techniques of microbial genetics. Prerequisites: 103a or b or 201a or b and 202a or b, and CHM 222a and b. Recommended: 220a.

4 semester-hours credit

*Steven Williams*

Lec. M W F 1-2 p.m.; lab. T 1-4:50 p.m.

**327a Immunology**

An introduction to the immune system; molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include transplantation, allergy, and immunopathology. Prerequisites: 103a or b or 201a or b. Recommended: 220a.

4 semester-hours credit

*Faye Schrater*

Lec. M W F 10:40-11:50 a.m.; lab. Th 1-4:50 p.m.

**[330b Developmental Biology]**

A study of the experimental evidence for interacting systems in fertilization and in the differentiation of tissues and organs, with special emphasis on the cellular and molecular mechanisms in development of organisms at a variety of levels of organization. Prerequisite: 103a or b or 201a or b, and CHM 222a and b. To be offered in 1986-87.

4 semester-hours credit

**[333a Biochemical Physiology]**

A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Prerequisites: 103a or b or 201a or b, and 230a or 215a, and CHM 222a and b. Offered in alternate year. To be offered in 1986-87.

4 semester-hours credit

**[341a Biology of Populations]**

An analysis of genetic, evolutionary, and ecological phenomena at the population level. Laboratories treat introductory biological statistics, genetics and demography of natural populations, and computer simulation. Prerequisite: 102a or b or 202a or b or 243b. Recommended: 240a and at least one course in mathematics. Offered in alternate years.

4 semester-hours credit

**344b Biogeography**

Study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. Offered in alternate years.

4 semester-hours credit

*John Burk, Elizabeth Horner*

M W F 10:40-11:50 a.m.

**345b Animal Behavior**

Study of vertebrate and invertebrate behavior; orientation, navigation, and migration; activity rhythms; social behavior, with emphasis on problems of communication, ethograms; learned and unlearned behavior as related to ecology and evolution. Prerequisites: three semester courses in zoology and environmental biology, and



permission of the instructor.  
4 semester-hours credit  
*Virginia Hayssen*  
Lec. T 1-2:50 p.m.; lab. to be arranged

**350a, 350b Special Studies**  
4 semester-hours credit

## Seminars

**326b Topics in Microbiology**  
Recent developments in microbiology and immunology. Topic for 1985-86: Autoimmunity. Directed readings and group discussion. Prerequisite: 220a or 327a and permission of the instructor.  
4 semester-hours credit  
*Faye Schrater*  
W 7:30-10 p.m.

**[337b Topics in Genetics]**  
Presentation and discussion of current research. Prerequisite: 102a or b or 202a or b or permission of the instructor. To be offered in 1986-87.  
4 semester-hours credit

**[338a Topics in Cell Biology]**  
Readings, written analyses, and discussion. Prerequisite: 103a or b or 201a or b. To be offered in 1986-87.  
4 semester-hours credit

**[343b Selected Environmental Problems]**  
Analysis and discussion of ecological factors related to current environmental problems and their solutions. Prerequisite: 240a or 242a or permission of the instructor. PPL 303b may substitute for 343b within the major. To be offered in 1986-87. (tentative).  
4 semester-hours credit

## Graduate

Adviser: Elizabeth Tyrrell.

Courses will be available as needed and may be open to seniors by special permission if they have satisfactorily completed all the requirements for the major.

**400, 400a, 400b Research and Thesis**  
4 semester-hours credit

**404a, 404b Advanced Studies in Molecular Biology**  
4 semester-hours credit  
*Members of the Department*

**410a, 410b Advanced Studies in Botany**  
4 semester-hours credit  
*Members of the Department*

**420a, 420b Advanced Studies in Microbiology**  
4 semester-hours credit  
*Members of the Department*

**430a, 430b Advanced Studies in Zoology**  
4 semester-hours credit  
*Members of the Department*

**[432a Advanced Vertebrate Anatomy]**  
Detailed comparative analysis of one or more organ systems, with emphasis on functional and evolutionary considerations. Admission by permission of the instructor. One hour of lecture and five or more hours of independent laboratory work.  
4 semester-hours credit

**440a, 440b Advanced Studies in Environmental Biology**  
4 semester-hours credit  
*Members of the Department*

**450a, 450b Seminar on Recent Advances and Current Problems in the Biological Sciences**  
Selected topics for reading and individual reports.  
4 semester-hours credit  
*Members of the Department*

## The Major

**Advisers:** Students should choose their advisers, according to their interests, from the following list:

Botany: David Haskell.

Cell and molecular biology: Richard Briggs, Margaret Olivo, Steven Williams.

Environmental and evolutionary biology:

Stephen Tilley, John Burk.

General biology: Mary Laprade, Philip Reid.

Marine biology: John Burk.

Microbiology: Elizabeth Tyrrell.

Neurobiology: Richard Olivo.

Zoology: Mary Laprade, Richard Briggs.

**Adviser for Study Abroad:** John Burk.

Prospective majors should take CHM 101a or b or 102a or b, and BIO 101a or b during the freshman year. BIO 102a or b and 103a or b should then be completed as soon as possible, preferably by the end of the sophomore year. CHM 222a and b and PHY 115a and b are strongly recommended for all majors.

Up to two semesters' credit in the major may be acquired from among the following: CHM 222 (one or both semesters), CHM 352b, GEO 231a, PSY 103a or b, PSY 311a or b. Special Studies or honors thesis must be taken above the requirements for the major.

There are currently two alternative sets of requirements for the major.

### New Requirements (for students beginning their study of biology in 1983-84 and thereafter)

**Basis:** 101a or b, 102a or b, 103a or b, and CHM 101a and b or CHM 102a and b.

**Distribution:** one course in each of two of the following three areas. Majors are strongly encouraged to take an additional course in the third area as an elective.

A. Organismal biology. For example: 203b, 204a or b, 205a.

B. Evolutionary and environmental biology. For example: 213b, 240a, 242a, 243b.

C. Physiology. For example: 215a, 220a, 230a.

**Advanced courses:** two courses at the 300 level, at least one of which must be chosen from the department's offerings.

**Additional courses:** three electives. Altogether, 12 courses are required for the major.

### Old Requirements (for students who began their study of biology prior to 1983-84)

**Basis:** BIO 100a or b and one year of introductory chemistry (CHM 101a and b, or 102a and b). Any alternatives require approval by the Chair of the department.

**Requirements:** nine semester courses above the basis for the major. At least four of the courses must be chosen from the core group listed below, and should be taken as early as possible in the student's career. Some courses included in the core were previously listed under other numbers or have been restructured. Students should consult their advisers if uncertain whether a particular course is included in the core. A minimum of two courses must be at the 300 level, and at least one of these must be chosen from the department's offerings.

**Core group:** 203b; 204a or b or 205a; 102a or b; 103a or b; 220; 240a or 243b.

## The Minor

**Advisers:** The advisers listed as major advisers for specific areas of Biological Sciences will also serve as advisers for the minor.

The requirements for the minor in Biological Sciences comprise six semester departmental courses. These courses must include 101 and one 300-level course. No more than one course designed primarily for non-majors may be included in the six.

## Honors

**Director:** David Haskell.

**Basis:** The same as that for the major.

### 501 Thesis

Requirements: the same as for the major, and one course in each semester of the senior year involving an individual investigation culminating in a thesis. 501 may substitute for one 300-level course.

An examination and an oral presentation and defense of the thesis.

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## Neuroscience

See p. 252.

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## Pre-Medical and Pre-Health Professional Programs

**Advisers:** Richard Briggs (Biological Sciences), Låle Burk (Chemistry), Mary Dygert (Chemistry), Margaret Olivo (Biological Sciences), Stuart Rosenfeld (Chemistry), Elizabeth Tyrrell (Biological Sciences).

Students may prepare for medical school by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance to most medical schools. These requirements are: one year each of English, inorganic chemistry, organic chemistry, physics, and general biology. Other courses often recommended are vertebrate zoology, genetics, embryology, physical chemistry, and mathematics through calculus. Since medical schools differ in the details of their requirements, students should inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Students interested in other health-related professions should also consult one of the above advisers for assistance in planning their programs.

## Departmental Major and Minor in Chemistry

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### Professors

George Morrison Fleck, Ph.D.  
Kenneth Paul Hellman, Ph.D., *Chair*

\*Thomas Hastings Lowry, Ph.D.

### Associate Professors

Charles Levin, Ph.D.  
Robert G. Linck, Ph.D.

### Assistant Professors

Mary Katherine Dygert, Ph.D.  
Stuart Rosenfeld, Ph.D.  
Dorothy Ellen Hamilton, Ph.D.

### Lecturer and Laboratory Supervisor

Lâle Aka Burk, Ph.D.

### Laboratory Instructor

\*Virginia White, M.A.

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry in the freshman year, and are advised to complete MTH 122a or b and PHY 115a and b as early as possible.

All intermediate courses require as prerequisite a year of General Chemistry or an Advanced Placement score of 4 or 5. Students who wish to elect CHM 101a or 102a, and who offer entrance units in chemistry, must take the departmental placement examination at the opening of the College before the beginning of classes.

### 101a General Chemistry

A basic course dealing with atomic and molecular structure and concepts of equilibrium. Techniques of quantitative analysis are introduced in the laboratory.

4 semester-hours credit

*Kenneth Hellman, Virginia White, Lâle Burk*  
Lec. M W F 9:20-10:30 a.m.; lab. T Th 8-10:50 a.m., W Th F 1-3:50 p.m.

### 101b A continuation of 101a.

Application of principles of molecular structure and thermodynamics to acid-base and oxidation-reduction reactions of selected elements and their compounds and to properties of solids. Colorimetry, pH titrations, and other quantitative techniques are included in the laboratory. Prerequisite: 101a.

4 semester-hours credit

*Kenneth Hellman, Lâle Burk*

Lec. M W F 9:20-10:30 a.m.; lab. W Th F 1-3:50 p.m., Th 8-10:50 a.m.

### 102a General Chemistry

For majors in physical science (including biochemistry) and others seeking a strong background in chemistry. Atomic structure, molecular structure and bonding, periodicity and chemical properties, chemical equilibria, and stoichiometry are among the topics covered. Prerequisites: strong secondary-school preparation in mathematics and laboratory science, including at least one entrance unit in chemistry; and MTH 121a or b or its equivalent (which may be taken concurrently).

4 semester-hours credit



*Robert Linck, Virginia White*

Lec. M W F 9:20-10:30 a.m.; lab. M T  
1-3:50 p.m., T 8-10:50 a.m.

### 102b A continuation of 102a

This course quantitatively covers thermodynamics, electrochemistry, and kinetics in the lecture and the laboratory. Coordination chemistry, nuclear chemistry, and fundamental inorganic chemistry are qualitatively introduced. Prerequisite: 102a. 4 semester-hours credit

*Robert Linck*

Lec. M W F 9:20-10:30 a.m.; lab. M T  
1-3:50 p.m., T 9-11:50 a.m.

### 222a Organic Chemistry

An introductory course in the theory and practice of organic chemistry. Organic nomenclature, structure, and spectroscopy, and the chemistry of saturated and unsaturated hydrocarbons, alkyl halides, and alcohols. Prerequisite: two semesters of General Chemistry.

4 semester-hours credit

*Stuart Rosenfeld, Dorothy Hamilton,  
Lâle Burk*

Lec. M W F 9:20-10:30 a.m.; lab. M T W Th F  
1-3:50 p.m., T Th 8-10:50 a.m.

### 222b A continuation of 222a

The chemistry of ethers, the carbonyl group, amines, and aromatic substances. Prerequisite: 222a.

4 semester-hours credit

*Stuart Rosenfeld, Dorothy Hamilton,  
Lâle Burk*

Lec. M W F 9:20-10:30 a.m.; lab. M T W Th F  
1-3:50 p.m., T Th 8-10:50 a.m.

### 231a Physical Chemistry

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics, and kinetic-molecular theory. Prerequisites: two semesters of General Chemistry, and MTH 122a or b. **MTH 202a or b and PHY 115a and b are strongly recommended.**

4 semester-hours credit

*Charles Levin*

Lec. M W F 9:20-10:30 a.m.; lab. M F 1-3:50 p.m.

### 231b A continuation of 231a.

The macroscopic viewpoint: chemical kinetics and chemical thermodynamics with applications to gases, solutions, homogeneous and heterogeneous equilibria, and electrochemistry. Prerequisite: 231a.

4 semester-hours credit

*Charles Levin*

Lec. M W F 9:20-10:30 a.m.; lab. M F  
1-3:50 p.m.

### 235a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 222a and b and MTH 122a or b.

4 semester-hours credit

*Mary Dygert*

Lec. M W F 9:20-10:30 a.m.; lab. Th F  
1-3:50 p.m.

### 246b Analytical Chemistry

A laboratory-oriented course in quantitative chemical analysis emphasizing the practice of volumetric and gravimetric experimental methods, and the theory of solution equilibria. Introduction to instrumental analysis. Prerequisites: two semesters of General Chemistry, and MTH 122a or b.

Two lectures and two laboratories.

4 semester-hours credit

*George Fleck*

Lec. T Th 9:30-10:50 a.m.; lab. T 1-4:50 p.m.  
and Th 1-3:50 p.m.

### 301a, 301b Special Studies

4 semester-hours credit

### 305a Advanced Laboratory

Advanced techniques of experimentation in the synthesis and identification of organic and inorganic substances. Prerequisites:

222a and b. Two lectures and two laboratories.

4 semester-hours credit

*Dorothy Hamilton*

Lec. T Th 11-11:50 a.m.; lab. T 1-4:50 p.m. and Th 1-3:50 p.m.

### **305b** A continuation of 305a.

Synthesis of inorganic and organic substances, with emphasis on characterizing the physical properties of those substances. Prerequisite: 305a. Two lectures and two laboratories.

4 semester-hours credit

*Dorothy Hamilton*

Lec. T Th 11-11:50 a.m.; lab. T 1-4:50 p.m. and Th 1-3:50 p.m.

### **309a, 309b** Discussions in Contemporary Chemistry

A course focusing on current research in chemistry. Discussions will include novel experimental and theoretical techniques, and detailed examination of research results. Since topics will change each semester, this course may be taken as many as four times. For senior majors, and juniors with permission of the chair.

2 semester-hours credit

*Members of the Department*

W 7:30-9:30 p.m.

### **313a** Advanced Inorganic Chemistry

A study of current topics in inorganic chemistry. Prerequisites: 222a and b and 231a and b.

4 semester-hours credit

*Robert Linck*

T Th 9:30-10:50 a.m.

### **323b** Organic Mechanisms

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 222a and b; 231b may be taken concurrently.

4 semester-hours credit

*Thomas Loury*

T Th 8-9:20 a.m.

### **352b** Biochemistry

The chemistry of biologically active substances. Prerequisites: 222a and b, 231a and b or 235a, and an introductory course in a biological science.

4 semester-hours credit

*Mary Dygert*

Lec. T Th 9:30-10:50 a.m.; lab. M 1-3:50 p.m.

## **Graduate**

**Adviser:** Kenneth Hellman.

### **400, 400a, 400b** Research and Thesis

4 semester-hours credit

### **401a, 401b** Special Studies

4 semester-hours credit

### **457a** Selected Topics in Biochemistry

A detailed treatment, from the chemical standpoint, of selected topics of current biochemical interest. Prerequisite: 352b.

4 semester-hours credit

*Kenneth Hellman, Mary Dygert*

## **The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Lâle Burk.

Required courses: 101a and b, or 102a and b; 222a and b; 231a and b; 246b; 305a and b; 313a. Majors should if possible elect 231a and 305a concurrently; and also 231b and 305b concurrently.

Students planning graduate study in chemistry are advised to include PHY 115a and b and MTH 202a or b, or 201a or b, in their programs of study. A major program which includes these courses meets the requirements of the American Chemical Society for eligibility for professional standing.

## **The Minor**

**Advisers:** Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information.

In electing the two elective courses, the student may choose different emphases: A laboratory emphasis might include 246b and 305a, or 305a and 305b. A biochemical emphasis might include 235a and 352b. A theoretical emphasis might include 231a and 231b. An inorganic emphasis might include 231a and 313a.

Required courses: 101a and b, or 102a and b; 222a and b; and two additional semester

courses in Chemistry. 301a,b may not normally be used to meet the requirements for the minor.

## Honors

**Director:** Kenneth Hellman.

### 501 Thesis

8 semester-hours credit

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis (501) and an oral examination in the area of the thesis.

## Extradepartmental Courses in Chinese Language & Literature

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Associate Professor

†Henry Li-Hua Kung, B.A., *Director*

Assistant Professor

Grace Fong, Ph.D.

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### 111 Modern Chinese (Elementary)

An introduction to Chinese sounds, to basic language patterns of spoken Chinese, and to the recognition of Chinese characters. 8 semester-hours credit

*Grace Fong*

M W F 9:20-10:30 a.m.; lab. hours to be arranged

### 212 Modern Chinese (Intermediate)

Conversational Chinese and reading of modern Chinese writings, additional sentence patterns and characters and their combinations. Prerequisite: 111. 8 semester-hours credit

*Grace Fong*

M W F 10:40-11:50 a.m.; one hour conversation to be arranged

### [322 Modern Chinese (Advanced)]

Advanced study of grammatical structure of Chinese and readings in modern literary Chinese materials. Prerequisite: 212 or the equivalent. To be offered in 1986-87. 8 semester-hours credit

### [333b Modern Chinese Literature: Short Stories]

Selected readings in short stories since the New Literature Movement. Prerequisite: two to three years of Chinese or permission of the instructor. 4 semester-hours credit



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## Departmental Majors and Minors in Classical Languages & Literatures

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**Professors**

George Edward Dimock, Jr., Ph.D.  
Charles Henderson, Jr., Ph.D.

**Associate Professors**

†Thalia Alexandra Pandiri, Ph.D. (Classics  
and Comparative Literature)  
Justina Winston Gregory, Ph.D., *Chair*

**Assistant Professor**

Matthew Dillon, Ph.D.

**Instructor**

John Kirby, M.A.

**Mellon Lecturer**

Lucinda Buck Alwa, Ph.D.

Majors are offered in Greek, Latin, Classics, and Ancient Studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome (see pp. 24-25).

Students planning to major in Classics or in Ancient Studies are advised to take relevant courses in other departments, such as art, English, history, philosophy, and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit towards the degree if they complete LAT 212b for credit.

**Greek****GRK 111 Elementary Course**

Introduction to the language; selections from Greek literature.

8 semester-hours credit

*Lucinda Alwa*

M W F 9:20-10:30 a.m.

**111Db Intensive Elementary Greek**

An intensive course in Greek grammar, designed to prepare the beginner to enter GRK 212a in the following semester.

Selected readings from the New Testament, Plato, lyric poetry.

8 semester-hours credit

*Matthew Dillon*

M T W Th F 1-2 p.m.

**212a Attic Prose and Drama**

Prerequisite: two units in Greek or 111 or 111Db.

4 semester-hours credit

*John Kirby*

M W F 1-2 p.m.

**212b Homer, Iliad**

Prerequisite: 212a or permission of the instructor.

4 semester-hours credit

*Justina Gregory*

M W F 9:20-10:30 a.m.

**221b Prose Composition**

Prerequisite: 212b or permission of the instructor. One class hour.

2 semester-hours credit

*Justina Gregory*

To be arranged

**301a, 301b Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek.

4 semester-hours credit

**322a Homer**

Prerequisite: 212b or permission of the instructor.

4 semester-hours credit

*George Dimock*

To be arranged

**[324b Plato and Aristophanes]**

Prerequisite: 323a or permission of the instructor. To be offered in 1986-87.

4 semester-hours credit

**325a Sophocles and Thucydides: Athens, the Tyrant City**

A study of how two contemporaries, a tragedian and a historian, viewed the causes and costs of the civil wars that ended in the collapse of the Athenian empire. Prerequisite: a course at the 300 level or permission of the instructor.

4 semester-hours credit

*Justina Gregory*

T Th 9:30-10:50 a.m.

**333b Selections from Lyric and Pastoral Poets**

Prerequisite: a course at the 300 level or permission of the instructor.

4 semester-hours credit

*Lucinda Ahwa*

T Th 9:30-10:50 a.m.

**[336a Aeschylus and Herodotus: Athens, the Savior of Greece]**

A study of how two fifth-century authors, a tragedian and a historian, viewed the wars against Persia that were to transform Athens into an imperial power. Prerequisite: a course at the 320 level, or permission of the instructor. To be offered in 1986-87.

4 semester-hours credit

**Graduate****451a, 451b Studies in Greek Literature**

This will ordinarily be an enriched version of the 300-level courses currently offered.

4 semester-hours credit

See also REL 287a Greek Religious Texts.

**Adviser of Graduate Study:** Matthew Dillon.

**Latin****LAT 111 Elementary Course**

Fundamentals of grammar, with selected readings from Latin authors in the second semester.

8 semester-hours credit

*John Kirby*

M W F 9:20-10:30 a.m.

**111Db Intensive Elementary Latin**

An intensive course in Latin grammar, designed to prepare the beginner to enter LAT 212a in the following semester.

Selected readings.

8 semester-hours credit

*Justina Gregory*

M T W Th F 1-2 p.m.

**212a Poetry of Ovid**

Review of fundamentals; selections from the *Metamorphoses* and other poems. Prerequisite: 111 or two units of Latin or the equivalent.

4 semester-hours credit

*Charles Henderson*

M W F 3:10-4 p.m.

**212b Virgil, Aeneid**

Prerequisite: 212a or permission of the instructor.

4 semester-hours credit

*Matthew Dillon*

M W F 3:10-4 p.m.

**[213b Medieval Latin]**

Selected readings from prose and poetry by a wide range of authors, from the third century to the fourteenth. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent. To be offered in 1986-87.

4 semester-hours credit

**214a Poets and Politicians of the Late Republic**

A study of some volatile personalities and their reactions to public and private affairs during the last years of the Roman Republic. Readings will include selections from Cicero, Lucretius, and Catullus. Prerequisite: 200-level Latin course or permission of instructor.

4 semester-hours credit

*Matthew Dillon*

M W F 2:10-3 p.m.

**214b Livy**

Prerequisite: 214a or permission of the instructor.

4 semester-hours credit

*Charles Henderson*

M W F 2:10-3 p.m.

**221a Prose Composition**

Prerequisite: 214b or permission of the instructor. One class hour.

2 semester-hours credit

*Matthew Dillon*

To be arranged

**301a, 301b Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin.

4 semester-hours credit

**[321a Roman Comedy]**

Prerequisite: 214b or permission of the instructor. To be offered in 1986-87.

4 semester-hours credit

**323a Sallust and Tacitus**

Prerequisite: 214b or permission of the instructor.

4 semester-hours credit

*Charles Henderson*

T Th 3-4:50 p.m.

**324b Latin Elegy and Pastoral Poetry**

Prerequisite: 214b or permission of the instructor.

4 semester-hours credit

*Charles Henderson*

T Th 3-4:50 p.m.

**[333b Virgil's Aeneid: Advanced Course]**

Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1986-87.

4 semester-hours credit

**[334a Latin Satire]**

Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1986-87.

4 semester-hours credit

**335b Cicero**

Prerequisite: a course at the 300 level or permission of the instructor.

4 semester-hours credit

*John Kirby*

M W F 2:10-3 p.m.

**336a Lucretius**

Prerequisite: a course at the 300 level or permission of the instructor.

4 semester-hours credit

*George Dimock*

M W F 2:10-3 p.m.

**Graduate****451a, 451b Studies in Latin Literature**

This will ordinarily be an enriched version of the 300-level courses currently offered.

4 semester-hours credit

Adviser of Graduate Study: John Kirby.

**Classics, Greek, or Latin****340b Senior Seminar**

Integrating seminar open only to senior Classics, Ancient Studies, Greek, and Latin majors.

4 semester-hours credit

*Charles Henderson*

M W F 9:20-10:30 a.m.

**Graduate****450 Research and Thesis**

4 semester-hours credit

**450a, 450b Research and Thesis**

4 or 8 semester-hours credit

**Classics in Translation****227a Classical Mythology**

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Some attention to modern retellings of ancient myths.

4 semester-hours credit

*Matthew Dillon*

T Th 11-11:50 a.m.

**228a The Tragic View**

The tragedy of human existence as reflected in Western dramatic literature from ancient to modern times. Authors to be read and discussed include Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Chekhov, Ibsen, Brecht, Sartre.

4 semester-hours credit

*George Dimock*

T Th 11-11:50 a.m.

**CLT 247b Studies in Comedy**

[CLT 270b The Ulyssean and Promethean Hero/ine in Western Literature]

To be offered in 1986-87.

**The Major in Greek, Latin, or Classics****Advisers:** Members of the Department.

**Adviser for Study Abroad:** Charles Henderson.

Basis: in Greek, 111 or 111Db; in Latin, 111 or 111Db; in Classics, Greek 111 or 111Db, and Latin 111 or 111Db.

Requirements: in Greek, eight semester courses in the language in addition to the basis; in Latin, eight semester courses in the language in addition to the basis; in Classics, eight semester courses in the languages in addition to the basis and including not less than two in either language. In addition, all majors are required to take CLS 340b in the senior year.

**The Minor in Greek****Director:** Matthew Dillon.**Advisers:** Members of the Department.

Requirements: six courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history (HST 101a, [202a], [203b]), Greek art (ART [211b], [215a], 310b), ancient philosophy (PHI 124a), or classics in translation (CLS 227a, 228a, 247b, 270b). At least one course must be chosen from this category.

**The Minor in Latin****Director:** Charles Henderson.**Advisers:** Members of the Department.

Requirements: six courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history (HST 101a, [204a], [205b]), Roman art (ART 205b, [212a], [315a]), or classics in translation (CLS 227a, 228a, 247b). At least one course must be chosen from this category.

**The Minor in Classics****Advisers:** Members of the Department.

The requirements of the minor reflect the fact that a classics concentration requires proficiency in both Greek and Latin lan-



guages and literatures. In view of this fact, a beginner might have to complete as many as four prerequisites, i.e., the elementary courses, to satisfy the requirements of this minor. The requirements are: six courses: two courses at or above the level of 212a in each language; one additional course at the 300 level in either language; the sixth course may be still another 300-level language course or a course related to classical antiquity either within or without the Department, taken with the prior approval of the Department.

### **Honors in Greek, Latin, or Classics**

**Director:** Charles Henderson.

#### **501a Thesis**

8 semester-hours credit

Requirements: the same as those for the major, with the addition of a thesis (501a), to be written in the first semester of the senior year; and an examination in the general area of the thesis.

## Interdepartmental Major in Comparative Literature

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Ann Rosalind Jones, Ph.D., Associate Professor and  
Director of the Comparative Literature Program

### Professors

- \*David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French and Comparative Literature)  
 Alice Rodrigues Clemente, Ph.D. (Spanish & Portuguese and Comparative Literature)  
 Hans Rudolf Valet, Ph.D. (German and Comparative Literature)  
 \*\*Elizabeth Gallaher von Klemperer, Ph.D. (English)

### William Allan Neilson Professor

<sup>2</sup>Germaine Brée, Ph.D.

### Associate Professors

- Elizabeth Wanning Harries, Ph.D. (English and Comparative Literature)  
 †Thalia Alexandra Pandiri, Ph.D. (Classics and Comparative Literature)  
 Alfonso Procaccini, Ph.D. (Italian)  
 Marilyn Schuster, Ph.D. (French and Comparative Literature)
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A comparative study of literature in two languages, one of which may be English.

**GLT 291 A Survey of Selected Literary Masterpieces from Homer to Tolstoy** (see p. 306), an interdepartmental course, is a prerequisite for the senior seminar; students interested in Comparative Literature should take it as early as possible. Freshmen eligible for advanced placement in English by virtue of a score of 4 or 5 and freshmen with a high SAT or English achievement score may register for GLT 291.

Comparative Literature courses are not open to freshmen (except with the permission of the instructor). After the freshman year all second- and third-level courses are open to all students unless otherwise specified.

In all Comparative Literature courses, readings and discussion are in English but students are encouraged to read works in the original and to consult original texts whenever possible.

### Genre

#### 223b The Written Self: Forms of Autobiography

An exploration of change in the conception of the self and in the literary techniques devised to portray it through a study of autobiographical texts. Authors include Colette, Maya Angelou, Christa Wolf, Natalie Sarraute, J.P. Sartre. Enrollment limited to 15.

4 semester-hours credit

*Germaine Brée*

Th 1-2:50 p.m.

**CLS 228a The Tragic View****246b The Picaresque Tradition**

A study of the origin and development of the picaresque novel from its beginnings in Spain (*Lazarillo de Tormes*) through the works of Quevedo, Lesage, Scarron, Defoe, Smollett, Fielding, Mann, Grass, Twain, and Bellow.

4 semester-hours credit

*Alice Clemente (Spanish and Portuguese)*

T 3-4:50 p.m., Th 11-11:50 a.m.

**247b Studies in Comedy**

A survey of comic drama from its origins in Greece to the present day. The course will address questions of the comic mode (with a discursus on Rabelais), the formal development of comedy, and its relationship to contemporary politics and social mores. Texts will be supplemented with readings in ancient and modern literary criticism.

Authors to be studied include Aristophanes, Plautus, Terence, Shakespeare, Molière, Shaw, Jarry, and Brecht.

4 semester-hours credit

*Matthew Dillon (Classics)*

T Th 9:30-10:50 a.m.

**251a Studies in Short Fiction**

Topic for 1985-86: Narrative in Literature and Film. A study of selected works of short fiction and of their adaptations to film.

Works by Heinrich von Kleist, Guy de Maupassant, Anton Chekov, Thomas Mann, Robert Musil, Theodor Fontane, and others; films by Eric Rohmer, Max Ophüls, Josef Cheifetz, Luchino Visconti, Volker Schlöndorff, and R.W. Fassbinder.

4 semester-hours credit

*Hans Vaegt (German)*

T Th 11-11:50 a.m., Th 7:30-9:30 p.m.

**305a Studies in the Novel**

Topic for 1985-86: Novels about Novels. A study of early and late "metafiction," narratives that call attention to their own storytelling processes and fictionality. Does the novel, as a latecomer to the range of Western genres, challenge traditional assumptions about formal purity and realistic

representation? Reading will include texts by Lucian, Rabelais, Sterne, Gide, Lessing, Calvino.

4 semester-hours credit

*Ann Jones*

Th 3-4:50 p.m.

**Period, Movement****222a Women Writing: Twentieth-Century Fiction**

Explorations of twentieth-century fiction written in French and English by women. Focus on the tensions between stereotype and self-definition, convention and innovation, construction and deconstruction of narrative form in contemporary fiction by women. Emphasis on literary works with some reference to French and Anglo-American critical trends (literary and feminist) as they impinge on literary creation. Authors such as Colette, Beauvoir, Wittig, Stein, Woolf, Rule, Blais, Olsen, and Walker.

4 semester-hours credit

*Marilyn Schuster (French)*

M W F 10:40-11:50 a.m.

**238b Romanticism**

A comparative analysis of representative English, French, and German works written between 1770 and 1830. Emphasis on new forms and critical concepts, with some attention to the historical and artistic background. Authors studied may include Rousseau, Goethe, Novalis, Hoffman, Wordsworth, Coleridge, Hölderlin, Keats, Shelley, Lamartine.

4 semester-hours credit

*Elizabeth Harries (English)*

T Th 9:30-10:50 a.m.

**266b The Symbolist Movement**

Topic for 1985-86: Symbolist Poetry in France, Spain, and Latin America. The study of symbolism in poetry as an international phenomenon: its European conventions and its transformation and parody in Spanish and Latin American texts. Authors include Baudelaire, Verlaine, Mallarmé,

Laforgue, Darío, Machado, Lugones, and Gorostiza.

4 semester-hours credit

*Juan Gelpi (Spanish and Portuguese)*

T 11-11:50 a.m., Th 3:10-5 p.m.

**[271a Richard Wagner]**

An interdisciplinary study of Wagner as musician, poet, and theoretician against the background of European musical, literary, and intellectual history. Attention to Wagner's impact on aesthetics of modern literature and music. A reading knowledge of music is recommended. To be offered in 1986-87.

4 semester-hours credit

**[318a The Realistic Mode]**

The theory, practice, evaluations, and transformations of literary Realism, with particular attention to works by Balzac, Flaubert, Zola, George Eliot, James, Gissing, and others, and a consideration of the relation between and distinctiveness of French and British Realism. Limited to 25. To be offered in 1986-87.

4 semester-hours credit

**339b Arcadia and Utopia in the Renaissance**

An analysis of the representation of pastoral and political ideals, and their combination, in the poetry and prose of major Renaissance writers. Individual works will be considered from the following authors: Sannazzaro, Shakespeare, Cervantes, More, Machiavelli, Rabelais, and Campanella.

4 semester-hours credit

*Alfonso Procaccini (Italian)*

Th 7:30-9:30 p.m.

**360b The Modernist Movement**

The revolution that transformed Western art and literature in the twentieth century; the breakdown of traditional forms and the attempt to find new structures and images appropriate to our age. Literature and manifestos of the dada, surrealist, and futurist movements. Authors studied include Rimbaud (as precursor), Marinetti, Apollinaire, Mayakovsky, Breton, Pound, Eliot, Artaud,

Dos Passos, William Carlos Williams. Some consideration of pictorial art and the film, and of the present and future of Modernism.

4 semester-hours credit

*David Ball (French)*

M W F 2:10-3 p.m.

## Theme

**[270b The Ulysses and Promethean Hero/ine in Western Literature]**

Ulysses and Prometheus exemplify various types, which can be juxtaposed, conflated, or treated independently: trickster, persuader, revolutionary, creator, and, above all, story-teller and artist. Representatives, both male and female, of these types will be examined in such authors as Homer, Euripides, Byron, Percy and Mary Shelley, Kazantzakis, Ritsos, Seferis. To be offered in 1986-87.

4 semester-hours credit

**295a The Imagination and the City**

Interpretations of urban experience and the urban scene, especially London and Paris, by such writers as Balzac, Baudelaire, Dickens, Conrad, and James. Transformations of the city as labyrinth, wilderness, vision, and place of initiation as well as social and architectural fact. Occasional attention to the modern metropolis in visual art.

4 semester-hours credit

*Elizabeth von Klemperer (English)*

M W 9:20-10:30 a.m., F 9:20-10:30 a.m. at the option of the instructor.

**324b Joan of Arc: Texts in Context**

Joan of Arc—heroine, heretic, amazon, martyr, nationalist, protestant, Catholic saint—who has she been and what has she meant at different moments and in different cultural contexts? A close examination of different embodiments of the Joan myth in historical texts, literature, music, film, and the visual arts as case studies in interpretation and in the creation of female types.



Enrollment limited to 15.

4 semester-hours credit

*Marilyn Schuster (French)*

M W F 1-2 p.m.

### 352a The Don Juan Theme

Why Don Juan? What did he and what does he "mean"? What does he show us about changing conceptions of women? The literary and moral transformation of the Don Juan figure from Tirso de Molina (its creator) through such artists as Molière, Mozart, Laclos, Kierkegaard, Shaw, Camus, and Ingmar Bergman.

4 semester-hours credit

*Elizabeth Harries (English)*

M W 9:20-10:30 a.m.

## Critical Theory and Method

### 296a Proseminar: Contemporary Literary Criticism

The analysis of literary texts of various genres as they are interpreted by structuralist, psychoanalytic, Marxist, and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about the writing and reading of literature and about the status of literature as cultural formation. Readings from Levi-Strauss, Jakobson, Freud, Benjamin, Macherey, Barthes, Derrida. Limited to juniors and seniors except by permission of the instructor.

4 semester-hours credit

*Ann Jones*

T Th 1-2:50 p.m.

### 340b Problems in Literary Theory

A seminar required of senior majors in Comparative Literature, designed to explore one broad issue in literary criticism (for example, evaluation, intertextuality, genre) chosen during the first semester by the students themselves. Prerequisites: GLT 291 and CLT 296a, or permission of the instructor.

4 semester-hours credit

*Ann Jones*

### 301, 301a, 301b Special Studies

Admission by permission of the instructor and director.

4 semester-hours credit

The following courses outside the Comparative Literature Program may be of particular interest: AAS 237, 238, 348; CLS 227; ANT 234, 245; ENG 241, 243, 244; ITL 333a; PHI 233, 261; REL 245, 252.

## The Major

Before entering the major, the student must prove her proficiency in the foreign language or languages of her choice at the level of GER 225a, GRK 212a, ITL 226a, LTN 212b, RUS 231a, SPP 215a or 216a, or any one of the following French courses: 208a or b, 210a or b, 211b, 228b. FRN 219a or b may be counted as one of the three advanced courses in literature required for the Comparative Literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements for the major are 11 semester courses:

- (a) three Comparative Literature courses: one must deal with a period or movement, one a genre, and one a theme (only courses with a primary listing under Comparative Literature or cross-listed with a Comparative Literature number count as Comparative Literature courses);
- (b) three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (200-level courses in English, with the exception of 200a, 201b, 210b, may be counted toward the major). No foreign literature in which the reading is assigned in English translation may be counted as a foreign language course toward the Comparative Literature major; and

- (c) CLT 296a and CLT 340b. (Note that GLT 291 is a prerequisite for 340b and should be taken as early as possible.)

## Honors

Director: Ann Jones.

### 501a Thesis

8 semester-hours credit

Requirements: the same as those for the major, with the addition of a thesis (501a), to be written in the first semester of the senior year; an oral examination in the area of the thesis; and a written examination in Comparative Literature, drawing particularly on the literatures in which the student has done her advanced work.

## Interdepartmental Major and Minors in Computer Science

**Professor**Bert Mendelson, Ph.D., *Director***Assistant Professors**

Jane C. Hill, Ph.D.

Merrie Bergmann, Ph.D.

**Lecturer**

Patricia Gray Colson, M.Ed., M.S.

**Visiting Lecturer**

David A. Hastings, Ph.D.

Students who receive scores of 4 and 5 on the Advanced Placement test in Computer Science should not register for 115 or 116 and will not receive degree credit if they do.

**105a Introduction to the Computer**

An introductory survey of computer science. One of the programming languages LOGO or Karel and structured program design. Algorithms, computer architecture, operating systems, theory, artificial intelligence, ethical and social considerations. Two hours lec./dis. and one hour lab.

4 semester-hours credit

*Jane Hill*

T Th 11-11:50 a.m., lab. T Th 2:10-3 p.m.

**115a, 115b Introduction to Computing and Computer Programming**

Principles of structured programming and algorithm design. Files, arrays, procedures and parameters, block structure, sets, records, simulation, and searching and sorting. The language Pascal is used. Lecture, discussion, and laboratory. Two-hour laboratory period to be arranged.

4 semester-hours credit

*115a: Patricia Colson*

T Th 9:30-10:50 a.m.

*115b: Merrie Bergmann*

To be arranged

**116a Introduction to Computer Science**

This course is designed as an introductory course either for students with previous

high-school programming experience or for highly motivated students without previous experience. Problem solving using the Pascal programming language. All features of standard Pascal will be covered including pointers and recursion. Algorithms using stacks, queues, binary trees, and lists will be covered. All the material in CSC 115 will be included and about one-third of the material of CSC 212. Students wishing to enter this course should consult with a member of the Computer Science faculty. No prerequisite.

4 semester-hours credit

*Merrie Bergmann*

M W F 10:40-11:50 a.m.

**201b Microcomputers and Assembly Language**

An introduction to the internal workings of computers ("computer architecture"), using a microcomputer as an example. Its assembly language will be studied in relation to the assembly languages of other computers, with attention to the dependence upon the physical design of the computer and the interface between the computer and the outside world, including laboratory applications. Prerequisite: 115a or b, or 116a, or permission of the instructor.

4 semester-hours credit

*Bruce Hawkins (Physics)*

M W F 3:10-4 p.m.

**212a, 212b Data Structures**

Various data structures such as lists, stacks, queues, trees, networks, and compound structures; data abstraction and primitive operations on these structures. Creation and analysis of algorithms to process these structures. The programming language Pascal is used. Prerequisite: 115a or b, and some college-level mathematics.

4 semester-hours credit

*212a: Bert Mendelson*

M W F 1-2 p.m.

*212b: Patricia Colson*

T Th 8-9:20 a.m.

**216b Data Structures and Topics in Programming**

This course is designed to complete the material normally covered in the second half of CSC 212. The remainder of the semester (normally two-thirds) will be spent on a variety of topics such as Macro Instructions and Assembly Language, List Processing, Networks (Multilists), and Design and Analysis of Algorithms. Prerequisite: 116a or equivalent.

4 semester-hours credit

*Patricia Colson*

T Th 9:30-10:50 a.m.

**240b Computer Graphics**

Graphics primitives. Hardware and packages. Interactive devices and techniques. Geometric transformations in two and three dimensions. Modeling and object hierarchies. Advanced topics as time permits. Prerequisite: 212a or b, MTH 201a or b.

4 semester-hours credit

*Patricia Colson*

W 7:30-9:30 p.m.

**250a, 250b Foundations of Computer Science**

Set theory, algebra, logic, and combinational circuits; automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing

machines. Prerequisite: 115a or b, and some college-level mathematics. (MTH 153 is recommended.)

4 semester-hours credit

*250a: Bert Mendelson*

M W F 10:40-11:50 a.m.

*250b: Jane Hill*

T Th 1:40-2:50 p.m.

**[252a Design and Analysis of Algorithms]**

Complexity, recursion, difference equations, sorting, graph algorithms, intractable problems. Prerequisite: 212a or b, 250a or b, MTH 201.

4 semester-hours credit

**262a Introduction to Operating Systems**

Process management, problems of managing concurrent cooperating processes, memory management, input-output devices and file management. Prerequisite: 201b and 212a or b.

4 semester-hours credit

*Merrie Bergmann*

M W F 2:10-3 p.m.

**280a Topics in Programming Languages**

The evolution of programming languages. Concerns of efficiency in FORTRAN, elegance in Algol-60, simplicity, block structured languages, modularity and data abstraction in Ada, list processing in LISP, object oriented languages, logic programming and principles of language design. Prerequisite 212a or b or 216b, 250a or b, or permission of the instructor.

4 semester-hours credit

*Bert Mendelson*

M W F 3:10-4 p.m.

**290a Introduction to Artificial Intelligence**

Machine learning, issues of representation and control, LISP programming, search strategies, and applications. Prerequisite: 212a or b, 250a or b.

4 semester-hours credit

*Jane Hill*

T Th 9:30-10:50 a.m.



**[294b Introduction to Translators and Compiler Design]**

Grammars, lexical analysis, recursive descent parsing, bottom-up parsing, attributed grammars, code generation. Lecture and discussion. Prerequisite: 201b, 212a or b, 250a or b.

4 semester-hours credit

**301a, 301b Special Studies**

For senior majors, by arrangement with the major adviser.

4 semester-hours credit

**330b Topics in Information Systems**

Files and storage structures. The relational, hierarchical, and network models. Query languages, applications. record management services. Relational algebra. Prerequisite: 212a or b or 216b and permission of the instructor.

4 semester-hours credit

*David Hastings*

Th 7:30-9:30 p.m.

**[362b Systems Programming]**

An introduction to the major aspects of systems programming; assemblers and loaders, compilers; major functions of operating systems, such as memory management, file systems, input-output, multi-programming, and privacy. Prerequisite: 262a, and permission of the instructor.

4 semester-hours credit

**[380a Advanced Topics in Programming Languages]**

Program Correctness. First order predicate logic, programs as predicate transformations, weakest preconditions, loop invariants, case studies. Prerequisite: 212a or b, 250a or b, 280a.

4 semester-hours credit

**390b Seminar in Artificial Intelligence**

Representation and notation, LISP, search strategies, control, communication and perception, applications. Prerequisite: 290a.

4 semester-hours credit

*Jane Hill*

T Th 9:30-10:50 a.m.

**The Major**

**Advisers:** Michael Albertson (Mathematics); Merrie Bergmann; Patricia Colson; Bruce Hawkins (Physics); Jane Hill; Bert Mendelson; Charles Staelin (Economics).

**Basis:** CSC 115a or b, or 116a.

**Requirements:** 10 semester courses, not including the basis. Required courses: 201b, 212a or b or 216b, 250a or b, MTH 122a or b (effective with the class of 1988, replace MTH 122a or b with MTH 121a or b or equivalent and MTH 153a or b or the equivalent), MTH 201a, and one of the following: MTH 247a, ECO 280b, or PSY 203a. Four additional courses are required; one of the four may be outside the major. A partial listing of such courses will be available from the advisers. At least one computer science course must be at the advanced level.

**The Minor****1. Systems Analysis (6 courses)**

**Advisers:** Jane Hill, Bert Mendelson.

This minor is appropriate for a student with a strong interest in computer systems and computer software who would perhaps have chosen Computer Science as a second major before the minors were offered.

**Required Courses:**

201 Microcomputers and Assembly Language

212 Data Structures or

216 Data Structures and Topics in Programming

262 Operating Systems

[362 System Programming]

One of:

280 Programming Languages

330 Topics in Information Systems

**Prerequisites:** CSC 115 or 116.

## 2. Computer Science and Language (6 courses)

**Advisers:** Jane Hill, Bert Mendelson.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

**Required Courses:**

- 212 Data Structures or
- 216 Data Structures and Topics in Programming
- 250a or b Foundations of Computer Science
- 280b Programming Languages
- [294 Compiler Design]
- Two of:
- PHI 236 Linguistic Structures
- PPY 221 Language
- [PHI 261a Philosophy of Communication]

**Prerequisites:**

- CSC 115 or 116
- MTH 153 (after fall 1984)

## 3. Mathematical Foundations of Computer Science (5 courses)

**Adviser:** Michael Albertson (Mathematics).

Theoretical Computer Science and Discrete Mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity, and developing the correspondence between the formal mathematical structures and the abstract data structures of Computer Science.

**Required Courses:**

- 212 Data Structures or
- 216 Data Structures and Topics in Programming
- 250a or b Foundations of Computer Science
- [252 Design and Analysis of Algorithms]
- MTH 253 Combinatorics and Graph Theory

MTH 303 Topics in Discrete Applied Mathematics

**Prerequisites:** CSC 115 or 116, MTH 153, 201.

## 4. Simulation and Modeling (6 courses)

**Advisers:** Michael Albertson (Mathematics), Charles Staelin (Economics).

This minor is provided for the student who is interested in the building of models to simulate large and/or complex systems, such as those found in economics, government, sociology, biology, astronomy, and other disciplines in the social and physical sciences.

**Required Courses:**

- 212 Data Structures or
- 216 Data Structures and Topics in Programming
- [252 Design and Analysis of Algorithms]
- MTH 210 Introduction to Numerical Methods
- One of:
- MTH 247 Statistics
- ECO 280 Economic Statistics
- Two of:
- [ECO 229 Design of Models in Economic Analysis]
- BIO 341 Biology of Populations
- AST 222 Galactic and Extragalactic Astronomy
- or appropriate courses in other disciplines

**Prerequisites:** CSC 115 or 116, MTH 121, 122, 201.

## Honors

**Director:** Bert Mendelson (first semester), Jane Hill (second semester).

**Requirements:** normally the requirements for the major and a thesis in the senior year. The specific program will be designed with the approval of the director.

## Five College Departmental Minor in Dance

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### Associate Professor

Susan Kay Waltner, M.S.

### Assistant Professors

Sharon Park Arslanian, M.A.

### Artist in Residence

Genze de Lappe

### Five College Lecturers

Susan Bindig, M.A. (Assistant Professor,  
Mount Holyoke College)

Jim Coleman, M.F.A. (Assistant Professor,  
Mount Holyoke College)

Terese Freedman, B.A. (Visiting Artist in  
Residence, Mount Holyoke College)

Richard Jones, M.A. (Associate Professor,  
University of Massachusetts)

Spider Kedelsky, M.A. (Assistant Professor,  
Amherst College)

Daphne Lowell, M.F.A. (Assistant Professor,  
Hampshire College)

Rebecca Nordstrom, M.F.A. (Assistant  
Professor, Hampshire College)

Marilyn V. Patton, M.F.A. (Associate  
Professor, University of Massachusetts)

Peggy Schwartz, M.A. (Visiting Assistant  
Professor, Hampshire College)

Andrea Watkins, Ph.D. (Associate Professor,  
University of Massachusetts)

\*Hannah C. Wiley, M.A. (Associate Professor,  
Mount Holyoke College), *Chair*

### Teaching Fellows

Mary Lee Karlins

Allan Kinzie

Bernie Kowalski, B.S.

Lorna Pingchie, B.S.

Peter Schmitz, B.A.

The Smith College Dance Department functions under the auspices of the Five College Dance Department. At Smith College there is no undergraduate dance major. Students may, however, major in theatre with an emphasis in dance. See Theatre Department.

The Five College Dance Department combines the dance faculty and programs of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts at Amherst. The faculty operate as one professional group, coordinating their course offerings, performances, and services. The department provides a broad range of philosophical approaches to dance technique and theory and an opportunity for a variety of performance styles and experiences. Course offerings are completely coordinated among the campuses and arranged around the Five College bus

schedules to make registration, interchange, and student travel most effective. Complete course lists and schedules are available to students from the Dance Department office at Smith College and from the Five College Dance Department office.

### A. Theory Courses

Pre-registration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.



**151a, 151b Elementary Dance****Composition: Improvisation**

Study and improvisational exploration of elements of dance such as time, space, weight, energy. Investigation into organizing and designing movement creatively and meaningfully. Includes weekly reading and movement assignments. L.

4 semester-hours credit

151a: *Peggy Schwartz, Hampshire College*

151b: *Susan Waltner, M W F 10:40-11:50 a.m.*

**171a, 171b Dance in the Twentieth Century**

A survey of the principal influences on and directions of dance from 1900 to the present. Topics for discussion may include European and American ballet, the modern dance movement, contemporary and avant-garde dance forms, popular culture (urban folk dance, film, television, and Broadway stage, and Third-World influences). Topic emphasis will be determined by the instructor.

4 semester-hours credit

171a: *Susan Bindig, T Th 9:30-10:50 a.m.*

171b: *Spider Kedelsky, Amherst College*

**181a Elementary Labanotation**

Introduction to the basics of the Labanotation system. Study of body part and direction symbols and organization of notation scores. Emphasis on learning to write and read steps, gestures, turns, and rotating floor patterns. Prerequisite: one semester dance technique. Enrollment limit: 15.

4 semester-hours credit

*Sharon Arslanian*

T Th 11-11:50 a.m.

**241b Scientific Foundations of Dance**

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. To encourage the development of the student's personal working process and his/her philosophy of movement, these concepts are discussed in relationship to various theories of technical

study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc. Prerequisite: one course in dance technique. Enrollment limit: 20.

4 semester-hours credit

*Hannah Wiley, UMass*

**252a, 252b Intermediate Dance Composition**

Beginning principles of composition, including exploration of space, shape, and dynamics; basic forms; two-part, three-part, theme and variations, and rhythmic studies. Fundamental principles of composition in the balletic form, including traditional uses of stage space, study of various periods, themes, styles, patterns, designs. Prerequisite: 151a or b. L.

4 semester-hours credit

252a: *UMass, Mount Holyoke*

252b: *Hampshire*

**AAS 260a Introduction to the Dance Rituals of the Caribbean****272a History of Dance**

Primal Cultures, Traditional and Contemporary. An investigation of the scope and use of dance as an instrument of ritual, entertainment, social interaction, and education.

4 semester-hours credit

*Spider Kedelsky, Amherst College*

**273b History of Dance**

Renaissance through the nineteenth century. A study of social and theatrical dance forms and their cultural contexts from the Renaissance through the nineteenth century. Influential choreographers and dancers representative of the periods and their choreographies and/or performances will be discussed. Specific topics for discussion may include: the Renaissance courtier and dance; Louis XIV and his court; the Romantic ballerina; ballet in America in the nineteenth century, minstrelsy.

4 semester-hours credit

*Sharon Arslanian*

T Th 9:30-10:50 a.m.



**[282b Intermediate Labanotation]**

More advanced reading and writing of Labanotation scores. Emphasis will be on notating limb and torso action; rotation, revolution, and weight shift. Practice in drafting and reconstructing notation scores using both space and body key signatures. Prerequisite: 181. Enrollment limit: 15. To be offered in 1986-87.  
4 semester-hours credit

**285a Laban Movement Analysis I**

Laban Movement is a system used to study qualitative aspects of movement. Students will be introduced to the concepts of effort (the various modes in which energy may be exerted) and shape (how the body adapts itself to space). Other concepts and vocabulary presented in the course will facilitate observing, describing, notating, and physically articulating dance movement. Prerequisite: one semester dance technique or movement for theatre or permission of instructor. Enrollment limit: 20.  
4 semester-hours credit  
*Rebecca Nordstrom*, Hampshire College

**301a, 301b Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.  
4 semester-hours credit

**342a Advanced Studies in Movement Analysis**

Lectures and readings will focus on the kinesiological principles underlying dance movement with emphasis on the causal implications of Newtonian precepts. Students will study dance movement by means of cinematographic, kinematic, and muscular analysis. Topics vary. L. Prerequisite: 241 or P. (E)  
4 semester-hours credit  
*Hannah Wiley*  
M W 2:30-4 p.m.

**353a, 353b Advanced Dance Composition**

Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the individual instructor. Required attendance at and critical analyses of selected performances. L. Prerequisite: 252a or b or P.  
4 semester-hours credit  
353a: Hampshire  
353b: UMass, Mount Holyoke.

**377a Advanced Studies in History and Aesthetics of Dance**

This course will explore a specific period, person, or event important in the history and/or aesthetics of dance. Topics will vary depending on the instructor and his or her expertise. Topic for 1985-86: History of Dance in the American Musical Theatre. L.  
4 semester-hours credit  
*Gemze de Lappe*  
T Th 1-2:50 p.m.

**377b Advanced Studies in Dance**

Topic for 1985-86: Research in Dance.  
4 semester-hours credit  
*Susan Bindig*, Mount Holyoke

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**B. Studio Courses**

Studio courses receive 1 semester-hour credit. Preregistration for dance technique courses is strongly recommended. Enrollment is limited to 25 students, and priority is given to seniors and juniors. Normally students must take partial credit courses in addition to a full course load. No more than 8 semester-hours credit may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks.

**113a, 113b Modern Dance I**

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. L.

1 semester-hour credit

113a: *Lorna Pingchie*, Sec. I: T Th 8-9:20 a.m.; Sec. II: W F 9-10:30 a.m.

113b: *Members of the Department*, T Th 8-9:20 a.m.

**114a, 114b Modern Dance II**

For students who have taken Modern I or the equivalent. L.

1 semester-hour credit

114a: *Members of the Department*, M W 9-10:30 a.m.

114b: *Members of the Department*, M W 9-10:30 a.m.

**120a, 120b Ballet I**

Introduction to fundamentals of classical balletic form; the understanding of correct body placement, positions of feet, head, and arms, and the development of elementary habits of movement applicable to the form. L.

1 semester-hour credit

120a: Sec. I: *Members of the Department*, T Th 8-9:20 a.m.; Sec. II: *Members of the Department*, T Th 1-2:30 p.m.

120b: *Members of the Department*, T Th 8-9:20 a.m.

**121a, 121b Ballet II**

An elaboration of the fundamentals of classical balletic forms; the understanding of correct body placement, positions of feet, head, and arms; and the continuing development of movement applicable to the form. L.

1 semester-hour credit

121a: *Allan Kinzie*, M W 1-2:30 p.m.

121b: *Members of the Department*, M W 1-2:30 p.m.

**130a, 130b Jazz I**

Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Perfor-

mance of simple dance phrases using fundamentals. Dance performance attendance and dress code as required by individual instructor. L.

1 semester-hour credit

130a: *Bernie Kowalski*, T Th 9:30-10:50 a.m.

130b: Sec. I: *Members of the Department*, T Th 9:30-10:50 a.m.; Sec. II: *Members of the Department*, M Th 7:30-9:30 p.m.

**131a Jazz II**

An elaboration of fundamentals of jazz dancing with an emphasis on more extensive movement vocabulary. Dance performance attendance and dress code as required by individual instructor.

1 semester-hour credit

*Bernie Kowalski*

M W 9-10:30 a.m.

**136b Duncan Dance**

1 semester-hour credit

*Gemze de Lappe*

T Th 11 a.m.-12:30 p.m.

**215a Modern Dance III**

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range, and incorporating strength) and movement expressivity (phrasing, dynamics, and rhythmic acuity). Prerequisite: 113a or b, minimum one year of modern dance study.

215b: Hampshire. L.

1 semester-hour credit

215a: *Peter Schmitz*

T Th 1-2:30 p.m.

**216b Modern Dance IV**

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation. Permission/audition. Prerequisite: 215a or b. L.

*Sharon Arslanian*

T 1-2:50 p.m.

**222a Ballet III**

A continued elaboration of ballet technique through barre and center practice, with an emphasis on body placement, flexibility, strength, and the application of these prin-

ciples to movement. Increased vocabulary and its placement into combinations in center floor. Prerequisite: 121a or b. L.

1 semester-hour credit

*Gemze de Lappe*

W F 9-10:30 a.m.

### 223b Ballet IV

Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination. Pointe work included at discretion of instructor. L.

1 semester-hour credit

*Gemze de Lappe*

W F 9-10:30 a.m.

### 232a Jazz III

A further examination of jazz dance principles of polyrhythms, syncopation, and body isolations with an emphasis on more extended movement phrases and musicality. Dance performance attendance and dress code as required by individual instructor. L.

1 semester-hour credit

*Sharon Arslanian*

T Th 3-4:30 p.m.

### 232b Jazz IV

Emphasis on extended movement phrases, complex musicality and development of jazz dance style. Dance performance attendance and dress code as required by individual instructor. L.

1 semester-hour credit

*Sharon Arslanian*

M W 2:30-4 p.m.

### 317a Modern Dance V

Refinement of personal technical ability and introduction to performance skills. Musicality, interpretation, learning longer movement sequences. Permission/audition. Prerequisite: 261a or b. L.

1 semester-hour credit

*Susan Waltner*

W F 1-2:30 p.m.

### 318b Modern Dance VI

Further refinement of dance technique and performance skills. Permission/audition.

Prerequisite: 317a or b. L.

1 semester-hour credit

*Susan Waltner*

W F 1-2:30 p.m.

### 324a Ballet V

Combinations of increasing complexity at the barre. Center work emphasizes adagio, tours, petite and grande allegro, and batterie. Development of performance technique. Pointe work included at discretion of instructor. L.

1 semester-hour credit

*Gemze de Lappe*

T Th 3-4:50 p.m.

### 325b Ballet VI

An elaboration of increasing complexity of work at the barre. Center work continues emphasis on and expands vocabulary in adagio, tours, petite and grande allegro, and batterie. Further development of performance technique and personal style within the classical genre. Pointe work included. L.

1 semester-hour credit

*Gemze de Lappe*

T Th 3-4:50 p.m.

## C. Graduate

### M.F.A. Program

Adviser: Susan Waltner.

"P" indicates that permission of the instructor is required.

### 400a, 400b Research and Thesis

Production project.

4 semester-hours credit

### 401a, 401b Special Studies

4 semester-hours credit



**410a Theory and Practice of Dance IA**  
Studio work in dance technique, including modern, ballet, and jazz. Eight to 10 hours of studio work. Weekly seminar: Rhythmic Analysis. P.

4 semester-hours credit

*Susan Waltner*

F 2:10-4 p.m.

**410b Theory and Practice of Dance IB**  
Studio work in dance technique. Weekly seminar: Dance as an Art Form. Prerequisite: 410a. P.

4 semester-hours credit

*Members of the Department*

F 2:10-4 p.m.

**420a Theory and Practice of Dance IIA**  
Studio work in dance technique. Weekly seminar: Rhythmic analysis. Prerequisites: 410a and b. P.

4 semester-hours credit

*Susan Waltner*

F 2:10-4 p.m.

**420b Theory and Practice of Dance IIB**  
Studio work in dance technique. Weekly seminar: Dance as an Art Form. Prerequisites: 410a and b. 420a. P.

4 semester-hours credit

*Members of the Department*

F 2:10-4 p.m.

**421a Choreography as a Creative Process**  
Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography.

4 semester-hours credit

*Susan Waltner*

M W F 10:40-11:50 a.m.

#### [440a History and Literature of Dance]

A review of available literature of dance and major dance writers. Prerequisite: two semesters of dance history. To be offered in 1986-87.

4 semester-hours credit

There is no undergraduate dance major at Smith. However, students may major in theatre with an emphasis in dance. (See Theatre Department.)

## D. The Minor in Dance

**Advisers:** Members of the Smith College Department of Dance.

**Requirements:** three core courses which provide experience in three areas of dance plus two or three additional elective courses so that students may emphasize their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171, and four studio dance classes (each studio worth one credit). Two or three elective courses may be chosen from 241, 252, 272, 273, 285, and 353. One of the elective courses may consist of four studio courses. It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

## E. Five College Courses

Students should consult the Five College Dance course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance spring schedule, available at the Smith College Dance Department office and the Five College Dance Department office.

**Adviser:** Susan Waltner.



## Interdepartmental Minor in East Asian Studies

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### Advisers

Grace Fong, Assistant Professor of Chinese Language and Literature

Daniel K. Gardner, Assistant Professor of History

Steven M. Goldstein, Professor of Government

†Henry Li-Hua Kung, Associate Professor of Chinese Language and Literature

Esperanza Ramirez-Christensen, Assistant Professor of Japanese Language and Literature

Marilyn Rhie, Associate Professor of Art and East Asian Studies, *Director*

Taitetsu Unno, Professor of World Religions

Dennis Yasutomo, Five College Assistant Professor of Government

There is as yet no established major or program in East Asian Studies. However, students who seek advice about course offerings related to East Asia or who wish to design their own interdepartmental major in East Asian Studies may consult with the above advisers.

### HST 218b (C) Thought and Art in the Sung Dynasty

Discussion and occasional lectures on the key figures and philosophical, cultural, and artistic movements in Sung Dynasty China (960-1279 A.D.). Prerequisite: one course in Chinese history or art. Enrollment limited to 20. (E)

4 semester-hours credit

*Daniel Gardner* (History)

*Marilyn Rhie* (Art and East Asian Studies)

T 1-2:50 p.m.

### 278a Pure Land and Zen Art

The Pure Land (Amitabha) and Zen Buddhist traditions in the arts of China, Korea, and Japan, especially painting. Emphasis will be on religious background and content, iconography and interpretation, and stylistic analysis, developments, and interrelationships. (E)

4 semester-hours credit

*Marilyn Rhie*

M W F 3:10-4 p.m.

### The Minor

The interdepartmental minor in East Asian Studies is a program of study designed to provide a coherent understanding and basic competence in the major Eastern civilizations of China and Japan. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Eastern perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: the first year of Chinese or Japanese language (CHI 111 or JPN 100) is a prerequisite for admission. The minor will consist of a total of six courses in the following areas:

- (1) Second-year Chinese or Japanese language (CHI 212 or JPN 200); and
- (2) Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:
  - I. East Asian Art, Literature, Religion, or other humanities;
  - II. East Asian History, Government, Economics, or other social sciences.

## Division I:

- ART 207a Oriental Art: China
- [ART 208a Oriental Art: Japan]
- [ART 273b Chinese Buddhism and Buddhist Art]
- [ART 274b Japanese Buddhism and Buddhist Art]
- [ART 375b Seminar in Asian Art]
- CHI 111 Modern Chinese (Elementary)
- CHI 212 Modern Chinese (Intermediate)
- [CHI 322 Modern Chinese (Advanced)]
- [CHI 333a Modern Chinese Literature: Short Stories]
- EAS 278a Pure Land and Zen Art
- HST 218b Thought and Art in the Sung Dynasty
- JPN 100 Elementary Japanese
- JPN 200 Intermediate Japanese
- JPN 250a The Classical Literary Tradition
- JPN 260b Modern Japan in Film and Fiction
- JPN 300a Advanced Japanese
- [CLT 350a Poetic Sequences East and West]
- REL 104a Eastern Religious Traditions
- REL 110b Poetry as Contemplation
- REL 271a Buddhist Thought I

- [REL 271b Buddhist Thought II]
- [REL 273b Chinese Buddhism and Buddhist Art]
- [REL 274b Japanese Buddhism and Buddhist Art]
- REL 371b Problems in Buddhist Philosophy. Topic for 1985-86: Nihilism, Emptiness, and Grace

## Division II:

- [GOV 226b The Government and Politics of Japan]
- GOV 228b Chinese Politics
- GOV 343b Chinese Foreign Policy
- GOV 349b Seminar in Comparative Government and International Relations: Foreign Policy of Japan
- HST 211a The Emergence of China
- HST 212b East Asia in Transformation, A.D. 900 to c. 1850
- HST 213a Aspects of Chinese and Japanese History. Topic for 1985-86: The Intellectual Foundations of China
- [HST 214b Aspects of Chinese History]
- HST 218b Thought and Art in the Sung Dynasty
- [HST 317b Topics in Chinese History]

## Departmental Major and Minor in Economics

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### Professors

Kenneth Hall McCartney, Ph.D.  
Robert T. Averitt, Ph.D.  
Frederick Leonard, Ph.D.  
\*Mark Aldrich, Ph.D.  
Cynthia Taft Morris, Ph.D.  
Andrew Zimbalist, Ph.D., *Chair*

### Associate Professors

†Randall Bartlett, Ph.D.  
†Charles P. Staelin, Ph.D.  
\*Robert Buchele, Ph.D.  
Susan B. Carter, Ph.D.

### Assistant Professors

Karen Pfeifer, Ph.D.  
Thomas A. Riddell, Ph.D.  
\*Nola Reinhardt, Ph.D.  
\*\*Sinan Koont, Ph.D.  
Elizabeth Savoca, Ph.D.  
Stuart S. Brown, Ph.D.  
Roger T. Kaufman, Ph.D.  
Deborah Haas-Wilson, Ph.D.

### Lecturer

Mahnaz Mahdavi, M.A.

### Visiting Lecturer

<sup>2</sup>Marilyn Power, Ph.D.

Freshmen who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the freshman year and to take additional courses in economics in their sophomore year. Majors in economics are strongly advised to take 250, 253, and SSC 190 as soon after the introductory courses as possible.

## A. General Courses

### 150a Introductory Microeconomics

An introduction to supply and demand, and an analysis of contemporary economic problems.

4 semester-hours credit

*Karen Pfeifer, Director; Members of the Department*

M W F 8-9:10 a.m.; T Th 9:30-10:50 a.m.;  
M W F 10:40-11:50 a.m.; T Th 8-9:20 a.m.;  
M W F 1-2 p.m.; M W F 9:20-10:30 a.m.;  
M W F 2:10-3 p.m.; M W F 3:10-4 p.m.

### 150b A repetition of 150a

4 semester-hours credit

*Karen Pfeifer, Director; Members of the Department*

M W F 8-9:10 a.m.; T Th 9:30-10:50 a.m.;  
M W F 10:40-11:50 a.m.; T Th 8-9:20 a.m.;  
M W F 1-2 p.m.; M W F 9:20-10:30 a.m.;  
M W F 2:10-3 p.m.; M W F 3:10-4 p.m.

### 153a Introductory Macroeconomics

Major determinants of inflation, unemployment, and the potential standard of living in the United States.

4 semester-hours credit

*Stuart Brown, Director; Members of the Department*

M W F 8-9:10 a.m.; T Th 9:30-10:50 a.m.;  
M W F 10:40-11:50 a.m.; T Th 8-9:20 a.m.;  
M W F 1-2 p.m.; M W F 9:20-10:30 a.m.;  
M W F 2:10-3 p.m.; M W F 3:10-4 p.m.

**153b** A repetition of 153a

4 semester-hours credit

*Stuart Brown, Director; Members of the Department*

M W F 8-9:10 a.m.; T Th 9:30-10:50 a.m.;

M W F 10:40-11:50 a.m.; T Th 8-9:20 a.m.;

M W F 1-2 p.m.; M W F 9:20-10:30 a.m.;

M W F 2:10-3 p.m.; M W F 3:10-4 p.m.

**SSC 190a, 190b Introduction to Statistics for Social Scientists**

See Interdepartmental and Extradepartmental Course Offerings.

**223a, 223b Principles of Accounting**

Fundamental concepts, procedures, and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. May not be used to satisfy the minimum course requirement for the major. Enrollment limited to 35 per section. Preference is given to Smith seniors, juniors, sophomores, Five College students, and Smith freshmen in that order.

4 semester-hours credit

*To be announced*

T Th 3-4:50 p.m.

**227a Mathematical Economics**

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 121; ECO 153; and 150 (may be taken concurrently).

4 semester-hours credit

*Sinan Koont*

M W F 10:40-11:50 a.m.

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**B. Economic Theory****250a Intermediate Microeconomics**

An analysis of the forces governing resource allocation in a market economy. Covers the theory of consumer, producer, and social choice. Attention to pricing under various market structures, and to the

principles governing resource allocation when markets fail. The welfare implications of a decentralized price system examined. Prerequisite: 150.

4 semester-hours credit

*Cynthia Taft Morris*

M W F 9:40-10:30 a.m.; M W F 11-11:50 a.m.

**250b A repetition of 250a**

4 semester-hours credit

*Deborah Haas-Wilson*

Lec. M W F 9:20-10:10 a.m.;

dis. M W F 1:10-2 p.m.

**253a Intermediate Macroeconomics**

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153.

4 semester-hours credit

*Roger Kaufman*

Lec. M W F 9:20-10:10 a.m.; dis. W F 10:40-11:30 a.m., F 1-2 p.m.

**253b A repetition of 253a**

4 semester-hours credit

*Elizabeth Savoca*

Lec. M W F 9:20-10:10 a.m.; dis. M W F 10:40-11:30 a.m.

**254b Issues in Macroeconomic Theory and Policy**

Topic for 1985-86: The Evolution of Macroeconomics from Classical to Keynesian to Monetarist to Rational Expectations (New Classical) Models. The changing theoretical perspectives and stabilization policy implications. The impact and significance of the Keynesian revolution. The relationship between the old and new classical views. Prerequisite: 253.

4 semester-hours credit

*Frederick Leonard*

M W F 10:40-11:50 a.m.

**[256a Marxian Political Economy]**

Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory



to the analysis of contemporary American capitalism. Prerequisites: 150 and 153.  
4 semester-hours credit

### 270b History of Economic Thought

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153.

4 semester-hours credit

*Robert Averitt*

M W F 3:10-4 p.m.

### 280a Econometrics

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153, and SSC 190 or MTH 247.

4 semester-hours credit

*Elizabeth Savoca*

T Th 8-9:20 a.m.

## C. The American Economy

### 215a Industrial Organization

An examination of market structure, industry conduct and performance, and current industrial policy. Major topics include intra-industry and international comparisons of market structure, mergers, technological innovation, advertising, price discrimination, predatory conduct, joint ventures, and antitrust law. Prerequisite: 250.

4 semester-hours credit

*Deborah Haas-Wilson*

T Th 9:30-10:50 a.m.

### 220a Labor Relations and Public Policy

The development of the American labor movement and public policy governing labor relations and collective bargaining in the U.S. Current developments in labor

relations and problems facing the American labor movement. Prerequisites: 150 and 153. Recommended background: SSC 190 or MTH 247.

4 semester-hours credit

*Kenneth McCartney*

T Th 1-2:10 p.m.

### 221b Human Resources and Employment Policy

The determinants of employment, earnings, and the distribution of income in the United States. Alternative theories of unemployment, poverty, and discrimination, with emphasis on relevant empirical evidence. The implications of alternative theories and empirical research for social welfare policy. Prerequisites: 150 and 153 and SSC 190 or MTH 247.

4 semester-hours credit

*Roger Kaufman*

T Th 9:30-10:50 a.m.

### 222b Women's Labor and the Economy

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women in the professions, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150.

4 semester-hours credit

*Marilyn Power*

M W F 3:10-4 p.m.

### 224b Environmental Economics

How the U.S. economic system shapes its natural and social environment. Environmental constraints on the economy. Alternative environmental policies critically examined. The debate over economic growth and the environment treated from an international perspective. Prerequisite: 150.

4 semester-hours credit

*Mark Aldrich*

T Th 1-2:10 p.m.

**[225a Political Economic Analysis]**

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: GOV 200b. 4 semester-hours credit

**[230b Urban Economics]**

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Prerequisites: 150 and 153. 4 semester-hours credit

**243b Economics of the Public Sector**

The role of the public sector as a direct participant in market activities: its implication for allocation, distribution, and stabilization. Analytic tools developed in the course applied to contemporary policy problems. Prerequisite: 250 or permission of the instructor.

4 semester-hours credit

*Thomas Riddell*

T Th 9:30-10:50 a.m.

**245b Economics of Corporate Finance**

An investigation of the economic foundations for investment, financing, and related decisions in the business corporation. Economic, mathematical, and statistical concepts employed to establish relevant, explanatory decision models. Prerequisites: 250, MTH 121, and SSC 190.

4 semester-hours credit

*Douglas Vickers*

T Th 3-4:50 p.m.

**[PPL 255a Education and Public Policy]****257a Growth and Crisis in the United States Economy**

Alternative theoretical approaches to understanding the dynamics of accumulation, the business cycle, the structural crises in a capitalist economy. Detailed analyses of the post-1945 U.S. economy from the Marxian and post-Keynesian perspectives, with a focus on the determinants of unemploy-

ment, inflation, and the decline of economic growth in the 1970s and 1980s. Prerequisites: 150 and 153. (E)

4 semester-hours credit

*Karen Pfeiffer*

M W F 3:10-4 p.m.

**PPL 265a Water and Policy: Sources, Uses, and Social Control****275a Money and Banking**

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253.

4 semester-hours credit

*Robert Averitt*

M W F 2:10-3 p.m.

**285b American Economic History: 1870-1950**

The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Prerequisites: 150 and 153.

4 semester-hours credit

*Mark Aldrich*

T Th 9:30-10:50 a.m.

**290a Economics of Defense**

The history, institution, operation, and effects of the defense economy in the United States, with a focus on the period since World War II. An examination of U.S. military forces, the defense budget, the military contracting process, and the economic rationales for American foreign and military policy. Alternative theories of the role of military spending and its effects on the United States economy. Prerequisites: 150 and 153.

4 semester-hours credit

*Thomas Riddell*

M W F 9:20-10:10 a.m.

**315a Seminar: The Economics of Regulation**

Current problems in government regulation of business. Traditional regulation and the more recent "social regulation." Proposals for reform and for deregulation studied from an efficiency and an interest-group perspective. Prerequisite: 250.

4 semester-hours credit

*Deborah Haas-Wilson*

Th 1-2:50 p.m.

**[317a Law and Economics]**

The application of microeconomic theory to the study of legal institutions and problems. Topics include the nature, variety, and evolution of property rights; the problems of common pool resources including the oceans; the economics of tort, liability, and contract law; the efficiency and equity of the justice system; and the economic theory of the state. Prerequisite: 250.

4 semester-hours credit

**[325a Seminar: Problems in Macroeconomic Policy]**

4 semester-hours credit

**[326b Seminar: Topics in Macroeconomic Theory]**

Special topics in modern macroeconomic theory, including the effects of government deficits on capital accumulation, modern theories of unemployment and inflation, and their welfare costs. Emphasis on both theoretical and empirical findings. Prerequisite: 253.

4 semester-hours credit

**341b Seminar: Economics of Medicine**

An examination of current economic issues in the health-care field, including costs of medical care, structure of the medical-care industry, utilization of medical services, and the role of medical insurance. Prerequisite: 250.

4 semester-hours credit

*Roger Kaufman*

T Th 1-2:50 p.m.

**D. International and Comparative Economics****[201b Problems of the Modern Economy]**

To be offered in 1986-87.

4 semester-hours credit

**205b International Trade and Commercial Policy**

An examination of the trading relationships among countries and of the flow of factors of production throughout the world economy. Topics include the pure theory of international trade, the development of the postwar world economy, issues of commercial policy and the rise of protectionism, international cartels, the impact of transnational firms, the brain drain, North-South economic relations, and the prospects for the New International Economic Order. Prerequisite: 250.

4 semester-hours credit

*Mahnaz Mahdavi*

M W F 3:10-4 p.m.

**206a International Finance**

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system, its past crises, and current prospects. Prerequisite: 253.

4 semester-hours credit

*Stuart Brown*

M W 9:20-10:30 a.m.

**208b European Economic History**

Covers the industrial revolutions of North-western Europe; the causes of economic backwardness and uneven growth in Eastern and Southern Europe; Europe and international capitalism (expansion, world war, and depression). Prerequisites: 150 and 153 or permission of the instructor.



4 semester-hours credit

*Cynthia Taft Morris*

T Th 9:30-10:50 a.m.

### **209b Comparative Economic Systems**

A survey of various market and planned economies, including the Soviet Union, Cuba, Sweden, Japan, Eastern Europe, France, and China. Analytical emphasis on the distinction between planned and market economies, the role of incentives, resource allocation, distributional equity, and the interaction between political and economic factors. Comparative reference to other economies. Prerequisites: 150 and 153.

4 semester-hours credit

*Stuart Brown*

T Th 9:30-10:40 a.m.

### **211a Economic Development**

The economics of underdeveloped countries. Orthodox and Marxist theories of underdevelopment and development. An overview of current economic issues and development strategies for the Third World. Prerequisites: 150 and 153, or permission of the instructor.

4 semester-hours credit

*Mahnaz Mahdavi*

M W F 10:40-11:50 a.m.

### **213b The World Food System**

Examines international patterns of food production and distribution. Considers major current issues such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third-World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third-World agriculture, environmental considerations of modern agricultural technology. Prerequisites: 150 and 153.

4 semester-hours credit

*Nola Reinhardt*

T Th 1-2:10 p.m.

### **[214b Economics of the Middle East and North Africa]**

An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153.

4 semester-hours credit

### **ANT 236b Economic Anthropology**

### **ANT 264b State Power and Rural Life in Meso-American Civilization**

### **[305a Seminar: International Economics]**

Special topics in international trade and commercial policy. Prerequisite: 205 or permission of the instructor.

4 semester-hours credit

### **309a Seminar: Topics in Comparative Economic Systems**

An examination of the economic systems of Cuba and Japan.

4 semester-hours credit

*Andrew Zimbalist*

T 3-4:50 p.m.

### **311b Seminar: Topics in Economic Development**

A continuation of 211a. Treats special topics in the dynamics of growth and distributive justice, theories and strategies of institutional change, and problems of development planning in underdeveloped countries. Prerequisites: 150, 153, and 211, or permission of the instructor.

Recommended: 250.

4 semester-hours credit

*Cynthia Taft Morris*

W 7:30-9:30 p.m.



**[318b Seminar: Latin American Economics]**

Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 150, 153, and 211, or permission of the instructor. Recommended background: 205 and 206.

4 semester-hours credit

**[ANT 331b Seminar on Topics in Anthropology]****301, 301a, 301b Special Studies**

Admission by permission of the department, for majors who have had four semester courses in economics above the introductory level.

4 semester-hours credit

**The Major**

**Advisers:** Robert Averitt, Randall Bartlett, Stuart Brown, Robert Buchele, Susan Carter, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Cynthia Taft Morris, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

**Adviser for Study Abroad:** Nola Reinhardt.

Basis: 150 and 153.

**Requirements:**

1. SSC 190 or MTH 246.
2. Nine semester courses including the basis, 250, and 253. Neither 223 nor 190 may be used to satisfy the minimum of nine semester courses in economics.

Economics credit will be given for Public Policy courses when taught by a member of the Economics Department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Semester in Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the Government major.

**The Minor**

**Advisers:** Same as for the major.

**Requirements:** six courses in economics. Three of these courses must include the basis (ECO 150 and 153) and either ECO 250 or 253. Any economics courses except 223 and 190 may be included in the remaining three. Crediting procedures are the same as for the major.

**Honors**

**Director:** Elizabeth Savoca.

Basis: 150 and 153.

**501a Thesis**

8 semester-hours credit

**Requirements:** 10 semester courses including the basis, SSC 190 or MTH 247, 250, 253, and a thesis counting for 8 semester-hours credit. The thesis must be submitted to the director by the first day of the second semester.

**Examination:** honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

## Departmental Major and Minor in Education & Child Study

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### Professors

Lawrence A. Fink, Ed.D.

<sup>\*\*</sup>Seymour William Itzkoff, Ed.D.

Raymond A. Ducharme, Jr., Ed.D.

**Visiting Professor** (Hamburg Exchange Program, first semester)

<sup>1</sup>Ingo Richter, J.D.

### Associate Professors

Alan L. Marvelli, Ed.D.

Sue J. M. Freeman, Ph.D., *Chair*

Alan N. Rudnitsky, Ph.D.

### Assistant Professor

Cathy Hofer Reid, Ph.D.

### Visiting Assistant Professor

Nicholas B. Paley, Ph.D.

### Lecturers

John Joseph Feeney, M.Ed.

Gordon L. Noseworthy, Ed.D.

<sup>1</sup>Cathy Weisman Topal, M.A.T.

<sup>2</sup>Patricia M. MacLachlan, B.A., Secondary Education & English

### Lecturer and Practice

**Teaching Supervisor**

Barbara Fink, M.A.

### Practice Teaching Supervisor

Martha Batten, M.Ed.

### Teaching Fellows

Margaret L. Buchanan, B.S., M.Ed.

David Kertzner, B.A.

Stephanie Kline, A.B.

Ann Stankiewicz, A.B.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public elementary schools, including an *Approved Program* for interstate reciprocity, or with requirements for certificates in public secondary schools are urged to consult the department as early as possible during their college course.

## A. Historical and Philosophical Foundations

### 120b Education and the Liberal Arts

History of the development of the concept of a liberal arts education.

4 semester-hours credit

*Raymond Ducharme*

T Th 9:30-10:50 a.m.

### 121a Foundations of Education

The civilization and ideals of the Greeks and Romans. Education and the development of the individual. A study of the life and writings of Socrates, Plato, Aristotle, Hadrian, Marcus Aurelius, and Augustine.

4 semester-hours credit

*Seymour Itzkoff*

M W F 2:10-3 p.m.

### 122b Foundations of Education

The Western conception of the educated person. Influence of Rousseau, Marx, Dewey, and others in the modern tradition in schooling and society.

4 semester-hours credit

*To be announced*

M W F 2:10-3 p.m.

**200b Education in the City**

Education problems of the inner city considered in the context of schools, teachers, students, and community.

4 semester-hours credit

*Nicholas Paley*

M W F 1-2 p.m.

**[234a Modern Problems of Education]**

The politicization of education. Social issues in recent perspective as they impact on the American educational system. Consideration of the relation between schooling, freedom, values, and the state.

4 semester-hours credit

**236a American Education**

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order.

4 semester-hours credit

*Nicholas Paley*

T Th 8-9:20 a.m.

**237a Comparative Education**

The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world.

4 semester-hours credit

*Ingo Richter*

M W F 1-2 p.m.

**B. The Educational Process****231a Child Care and Education in the Preschool Years**

The influence of Froebel, Montessori, Dewey, Piaget, Kagan, Caldwell, and others. The child, theoretical assumptions, planning and curriculum development, environmental contexts, evaluation procedures, review of existing programs. Direct contacts with preschool children and conferences

with professionals in the area. Required practicum, observations, and field trip.

4 semester-hours credit

*Cathy Hofer Reid*

Th 3-4:50 p.m.

**232b Foundations of Secondary Education**

A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum, and contemporary problems. Directed classroom observation. Not open to freshmen.

4 semester-hours credit

*To be announced*

Th 3-4:50 p.m.

**235a, 235b Child and Adolescent Growth and Development**

A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational situations.

4 semester-hours credit

*Cathy Hofer Reid*

a: T Th 9:30-10:50 a.m.

b: T 1-2 p.m.; Th 1-2:50 p.m.

**238a Educational Psychology**

The application of psychological principles of development, motivation, and learning to contemporary educational problems.

4 semester-hours credit

*Alan Rudnitsky*

M W F 9:20-10:30 a.m.

**[239a Educational Counseling and Guidance]**

Study of various theories of counseling and their application to children and adolescents in educational settings.

4 semester-hours credit

**248a Special Education**

A study of current ideas and trends in the educational, political, and social community



of the exceptional child. Focus on issues and methodology that transcend specific disabilities. Observations in various settings.

4 semester-hours credit

*Sue Freeman*

M W F 10:40-11:50 a.m.

### **332b Children's Literature**

A historical and critical overview of books written since the fifteenth century for young readers, with special emphasis on the distinctive genres. Attention to developing literary styles, the relationship of art/text, and the milestone books, authors, and illustrators. Admission by permission only. Not open to freshmen.

4 semester-hours credit

*Patricia MacLachlan*

Th 7:30-9:30 p.m.

### **333b Computers in Education**

A study of the scope and effects of various computer applications in education. Educational software will be evaluated and created. Appropriate goals and methods for teaching programming and using computers in schools will be examined. Students will become proficient in the language LOGO. Admission by permission of the instructor.

4 semester-hours credit

*Alan Rudnitsky*

Lec. M W 3:10-4 p.m.; two hrs. lab.

### **338a The Reading Process**

The nature of language and meaning. Psycholinguistic issues in the teaching of beginning and fluent reading. Recognizing reading disabilities. Analysis of reading methods and programs.

4 semester-hours credit

*Seymour Itzkoff*

M 7:30-9:30 p.m.

### **339b Diagnosis and Remediation of Reading Disabilities**

Definition and diagnosis of reading disabilities with particular reference to medical and psychoeducational models. Examination of diagnostic techniques in connection

with strategies of remediation. Research regarding methodological effectiveness.

4 semester-hours credit

*Sue Freeman*

Th 3-4:50 p.m.

### **[341a The Child in Modern Society]**

The place of the child in society; a study of the normal interactions of children and adolescents with educational and social agencies and systems. To be offered in 1986-87.

4 semester-hours credit

### **347a Individual Differences in the Schools**

Examination of research on individual differences and their consideration in the teaching-learning process.

4 semester-hours credit

*Sue Freeman*

Th 1-2:50 p.m.

### **349b Children Who Cannot Hear**

Educational, social, and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of hearing-impaired children.

4 semester-hours credit

*Alan Marvelli*

T Th 9:30-10:50 a.m.

### **350b Learning Disabilities**

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems.

4 semester-hours credit

*Sue Freeman*

Th 1-2:50 p.m.

### **353a Education of the Gifted**

What is giftedness and talent? The complexity of human intelligence. Identification and educational development of ability. The social significance of the gifted.

4 semester-hours credit

*Seymour Itzkoff*

W 7:30-9:30 p.m.



**[356b Curriculum Principles and Design]**

An examination of curriculum principles and theory and their impact on recent educational practice. Students will also be introduced to a systematic approach for educational planning. Each student will design a unit or course. Background in philosophy or foundations of education and learning theory as well as proficiency in a subject area are recommended. Admission by permission of the instructor.  
4 semester-hours credit

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### **C. The Following Courses Offer Opportunities for Intern Teaching**

**305a The Teaching of Art**

Methods and materials for teaching visual arts in the elementary classroom. A practicum involving classroom teaching is required. Admission by permission of the instructor. Offered in alternate years.  
4 semester-hours credit

*Cathy Topal*

M W 2:10-4 p.m.

**PHY 311a, 311b The Teaching of Physics****[316b The Teaching of Music]**

Methods and materials, K-12. Designed for music majors and for education majors with no previous musical training, although ability to read music is helpful. Emphasis on coordination of musical activities with education curriculum and on understanding and communication of elementary musical aesthetic concepts through these activities. Admission by permission of the instructor. Offered in alternate years. To be offered in 1986-87.

4 semester-hours credit

**345 Preschool and Elementary Curriculum and Methods**

A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed

classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor. Pre-registration meeting scheduled in April.

4 semester-hours credit

*Cathy Hofer Reid, Alan Rudnitsky, Martha Batten, and Members of the Department*  
T 3-4:50 p.m.

**346a, 346b Curriculum and Methods in Secondary Schools**

Two class hours and the practicum for secondary teaching. Recommended background: 232b. Admission by permission of the instructor.

4 semester-hours credit

*Lawrence Fink*

To be arranged

**381a The Teaching of History and the Social Studies**

A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary-school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232b. Admission by permission of the instructor.

4 semester-hours credit

*Lawrence Fink*

To be arranged

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**D. Seminars and Special Studies****301a, 301b Special Studies**

4 semester-hours credit

**[323a Seminar in Humanism and Education]**

To be offered in 1986-87.

4 semester-hours credit

**340b** A colloquium integrating Fields A and B: Historical and Philosophical Perspectives and the Educative Process. Open only to senior majors.

4 semester-hours credit

*Laurence Fink*

T 1-2:50 p.m.

## E. Graduate

**Advisers:** Members of the Department.

**400, 400a, 400b Research and Thesis**

4 semester-hours credit

*Members of the Department*

**401a, 401b Advanced Studies**

Open to seniors by permission of the department.

4 semester-hours credit

*Members of the Department*

**410b Development of Children and Adolescents in Modern Society**

A study of the influence of contemporary social and educational systems on the development of children and adolescents. Open to seniors by permission of the instructor.

4 semester-hours credit

*Cathy Hofer Reid*

To be arranged

**440a Research in Education**

Training in research methodology and critical reading of educational research studies. An introductory course for prospective consumers and/or producers of educational research. Open to seniors by permission of the instructor.

4 semester-hours credit

*Alan Rudnitsky*

Th 7:30-9:30 p.m.

**452a Perspectives on American Education**

Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees.

4 semester-hours credit

*Raymond Ducharme*

Th 3-4:50 p.m.

**454b Cognition and Instruction**

A seminar focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor.

4 semester-hours credit

*Alan Rudnitsky*

M 7:30-9:30 p.m.

**459a, 459b Intern Teaching**

4 semester-hours credit

*Members of the Department*

## The Major

**Director of Teacher Education:** Alan Rudnitsky.

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Seymour Itzkoff.

Requirements: 10 semester courses selected in consultation with the major adviser: usually they will consist of three courses in Field A; three courses in Field B; 345; an additional advanced course; and 340b taken in the senior year.

Students may elect to major without a practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

## The Minor

Required courses: EDC 235, Child Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) are elective. The specific courses taken by a student are worked out with a faculty adviser.

### (a) Special Needs

**Advisers:** Sue Freeman, Alan Marvelli.

- EDC 248a Special Education
- EDC 339b Diagnosis and Remediation of Reading Disabilities (e)
- EDC 347a Individual Differences in the Schools (e)
- EDC 349b Children Who Cannot Hear (e)
- EDC 350b Learning Disabilities (e)
- EDC 353a Education of the Gifted (e)

### (b) Child Development/Early Childhood

Advisers: Cathy Hofer Reid, Sue Freeman.

- EDC 231a Child Care and Education in the Preschool Years
- [EDC 331b Day Care: Comprehensive Theory and Practice (e)]
- [EDC 341a The Child in Modern Society (e)]
- EDC 345 Preschool and Elementary Curriculum and Methods (e)
- EDC 347a Individual Differences in the Schools (e)
- EDC 410b Development of Children and Adolescents in Modern Society (e)

### (c) Learning and Instruction

Advisers: Alan Rudnitsky, Cathy Hofer Reid.

- EDC 231a Child Care and Education in the Preschool Years (e)
- EDC 232b Foundations of Secondary Education (e)
- EDC 333b Computers and Education (e)
- EDC 338a The Reading Process (e)

- EDC 345 Preschool and Elementary Curriculum and Methods (e)
- EDC 356 Curriculum Principles and Design (e)
- EDC 440b Research in Education (e)
- [EDC 454b Cognition and Instruction (e)]

### (d) Secondary Teaching

Advisers: Raymond Ducharme, Lawrence Fink.

- EDC 232b Foundations of Secondary Education
- EDC 346 Curriculum and Methods in Secondary Schools
- EDC 301 Special Studies (student teaching)
- EDC 347a Individual Differences in the Schools (e)
- One course from Field A (e)

### Student-Initiated Minor

Requirement: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

### Honors

Director: Cathy Hofer Reid.

#### 501a Thesis

8 semester-hours credit

#### 502 Thesis

12 semester-hours credit

Requirements: those listed in the major; thesis (501, 501a) pursued either in the first semester of or throughout the senior year.

An examination in the candidate's area of concentration.

## Interdepartmental Minor in Engineering

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Director of the Dual Degree Programs in  
Liberal Arts and Engineering:  
Elaine Henshon

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### The Minor

Emphases in the Minor:

#### Chemical Engineering

**Adviser:** Kenneth Hellman (Chemistry).

Limited to majors in Chemistry or Physics. It is appropriate for a student with an interest in the application of chemistry. This minor will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 202.

Requirements: At Smith: CHM 102a and b; PHY 115a and b; and MTH 205a. At UMass: CHE 225; CHE 226; plus either CHE 325 or CHE 330.

#### Computer Engineering

**Adviser:** Patricia Colson (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 115 or CSC 116a; MTH 122; and MTH 153.

Requirements: At Smith: PHY 115a and b; and CSC 201b. At UMass: ECE 211; ECE 214; and ECE 221.

### Electrical Engineering

**Adviser:** Patricia Colson (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115a and b; and MTH 122.

Requirements: Any two at Smith of: PHY 214b; PHY 224a or MTH 202a or b. At UMass: ECE 211; ECE 212; and ECE 214.

### Industrial Engineering and Operations Research

**Adviser:** Deborah Haas-Wilson (Economics).

The goal of this minor is to provide an understanding of the scientific study of operating systems. Prerequisites: MTH 122; MTH 201; and ECO 150.

Requirements: At Smith: CSC 115a or b, or CSC 116a; and MTH 246a; plus either MTH 247a or ECO 280a. At UMass: IEOR 479 and IEOR 480; plus, one additional approved IEOR course.

### Mechanical Engineering

**Adviser:** Bruce Hawkins (Physics).

This minor will be pursued by the physics major who will be pursuing a mechanical engineering career. The goal of this minor



is to provide some basic mechanical engineering background within the physics major framework. Prerequisites: PHY 115a and b; and MTH 202.

Requirements: At Smith: PHY 220a, and MTH 222a. At UMass: ME 211; ME 230; and ME 340.

For additional information about the Dual Degree Programs, see page 19.

## Departmental Major and Minor in English Language & Literature

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### Professors

- \*\*Kenneth Amor Connelly, Jr., Ph.D.
- Vernon Judson Harward, Jr., Ph.D.
- †Paul Pickrel, Ph.D.
- Frank H. Ellis, Ph.D.
- \*\*Richard Benjamin Young, Ph.D.
- Francis Murphy, Ph.D.
- \*\*William Hoover Van Voris, Ph.D.
- \*\*Elizabeth Gallaher von Klemperer, Ph.D.
- Harold Lawrence Skulsky, Ph.D.
- Dean Scott Flower, Ph.D., *Chair*

### Writer in Residence

Richard Wilbur, A.M., D.Litt., L.H.D.

### Associate Professors

- Joan Maxwell Bramwell, M.A.
- Margaret L. Shook, Ph.D.
- Nora Crow Jaffe, Ph.D.
- William Allan Oram, Ph.D.
- Elizabeth Wanning Harries, Ph.D.
- (English and Comparative Literature)
- \*\*Susan R. Van Dyne, Ph.D.
- Jefferson Hunter, Ph.D.
- Douglas Lane Patey, Ph.D.

### Assistant Professors

- Patricia Lyn Skarda, Ph.D.
- Joan H. Garrett-Goodyear, Ph.D.
- Charles Eric Reeves, Ph.D.
- \*\*Ronald Russell Macdonald, Ph.D.
- Richard Millington, Ph.D.
- R. Craig Davis, Ph.D.

### Instructor

Michael Gorra, A.B.

### Lecturers

- <sup>1</sup>Steven Berrien, M.A.
- <sup>2</sup>Leah Glasser, Ph.D.
- <sup>2</sup>Susan Sniveley, Ph.D.
- <sup>2</sup>Patricia Sweetser, Ph.D.

### Visiting Lecturers

- Ann Edwards Boutelle, Ph.D.
- <sup>1</sup>Nancy Hopkin, B.A.

### Adjunct Lecturer

Elizabeth Loudon, M.A., M.F.A.

Students contemplating a major in English must take as the basis either ENG 207 or GLT 291. English majors are encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, and theatre. Any student may receive credit for only two colloquia.

ENG 111 may be repeated but only with a different instructor and with the permission of the director.

Students who received scores of 4 and 5 on the Advanced Placement tests in English will not receive credit for ENG 111.

## Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. Second-semester courses are open to students whether or not they have taken the first semester. Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the freshman level, no student will be admitted to a section until she has applied at the English Office, Wright Hall 102, submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted.

For writing courses which may be counted toward the major, see Requirements for the Major.

### 111a Forms of Writing

Conducted as writing workshops in sections of 15 students, this course provides systematic practice in writing, with emphasis on expository prose. Some reading for purposes of illustration.

4 semester-hours credit

*Richard Millington, Director*

M W F 10:40-11:50 a.m.; T Th 9:30-10:50 a.m.; M W F 8:20-9:10 a.m.; M W F 9:20-10:30 a.m.; T Th 1-2:20 p.m.; T Th 9:30-10:50 a.m.; M W F 2:10-3 p.m.; M W F 1-2 p.m.; M W F 1-2 p.m.; T Th 1-2:50 p.m.

### 111b A repetition of 111a

4 semester-hours credit

*Eric Reeves, Director*

T Th 8-9:20 a.m.; T Th 9:30-10:50 a.m.; M W F 9:20-10:10 a.m.

### 112a Writing for Foreign Students

A course in English composition for students whose native language is not English, designed to develop skills of coherent argument, clear writing, and accurate reading. Limited to 15 students. (E)

2 semester-hours credit

*Elizabeth Loudon*

M W F 8-9:10 a.m.

### 112b A repetition of 112a

2 semester-hours credit

*Elizabeth Loudon*

M W F 8-9:10 a.m.

### AMS 250a Writing about American Social Issues

### 258a Advanced Essay Writing

Emphasis on such practical problems as designing an argument, using evidence, and controlling diction and tone. Reading and analysis of a wide variety of essays.

Admission by permission of the instructor.

*Nora Crow Jaffe, Director*

4 semester-hours credit

*Nora Crow Jaffe, W 7:30-9:30 p.m.*

*Jefferson Hunter, T 3-4:50 p.m.*

### 258b Advanced Essay Writing

*Dean Flower, Director*

4 semester-hours credit

#### A. A repetition of 258a

*Michael Gorra, M 7:30-9:30 p.m.*

*Patricia Skarda, Th 3-4:50 p.m.*

#### B. Advanced Essay Writing: Writing about Film

This section has the same general objectives as the others, except that the focus is on various kinds of writing about film: reviewing, analysis, criticism, and history. Readings in Kael, Simon, Warshow, Agee, Sontag, and others.

*Dean Flower, T 3-4:50 p.m.*

### 260a Writing Poetry

Admission by permission of the instructor.

4 semester-hours credit

*William Van Voris*

Th 3-4:50 p.m.

### 260b Writing Poetry

Admission by permission of the instructor.

4 semester-hours credit

*Susan Sniveley*

W 7:30-9:30 p.m.

### 261a Writing Short Stories

Admission by permission of the instructor.

4 semester-hours credit

*Joan Bramwell*

T 3-4:50 p.m.

### 261b Writing Short Stories

Admission by permission of the instructor.

4 semester-hours credit

*Ann Boutelle*

Th 1-2:50 p.m.

### 360a Seminar in Advanced Poetry Writing

Admission by permission of the instructor.

4 semester-hours credit

*Richard Wilbur*

T 1-2:50 p.m.

## First-Level Courses in Literature

### 120a Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Recommended for freshmen and sophomores. Ronald Macdonald, Director.  
4 semester-hours credit

#### A. Fiction

A study of the novel, novella, and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence, and Woolf.  
*Kenneth Connelly, Eric Reeves, Margaret Shook, William Oram, Frank Ellis, Michael Gorra, Elizabeth Harries*  
T W Th 1-1:50 p.m.; M W F 8:20-9:10 a.m.; M W F 9:20-10:30 a.m.; M W F 9:20-10:30 a.m.; M W F 9:20-10:30 a.m.; M W F 1-2 p.m.; T 1-2:50 p.m., Th 1-1:50 p.m.

#### B. Southern Fiction

The South as place and myth in modern fiction. Intensive study of short stories and novels by Twain, Faulkner, Toomer, Wright, Agee, Porter, Welty, O'Connor, and others.  
*Elizabeth Harries*  
T Th 8-9:20 a.m.

#### C. Short Poems: An Introduction to Poetry

Study of the elements of lyric poetry, with emphasis upon such poets as Sidney, Donne, Keats, Yeats, Stevens, and selected contemporary poets.  
*Richard Young*  
M W F 2:10-3 p.m.

#### D. The Gothic in Literature

Terror, guilt, and the supernatural in novels, tales, and poems from the eighteenth to the twentieth century. Authors include Walpole, Lewis, Jane Austen, Coleridge, Mary

Shelley, Byron, the Brontës, and James.

*Joan Bramwell, Ann Boutelle*  
M W F 2:10-3 p.m.; T Th 1-2:20 p.m.

#### E. Satire

The aims and techniques of invective, abuse, and stylish denunciation in Jonson, Swift, Twain, Waugh, Gibbons, and others.  
*Douglas Patey*  
M W F 9:20-10:30 a.m.

#### F. Love and the Literary Imagination

A study of the way literary convention shapes and interprets the experience of love. Readings in both poetry and fiction, emphasizing such authors as Shakespeare, Austen, Keats, the Brontës, Yeats, and Lawrence.  
*Nora Crow Jaffe*  
T Th 1-2:20 p.m.

#### G. Comic Drama

Plays by Jonson, Shakespeare, Shaw, Beckett, and others, with emphasis on traditional themes and techniques of comic writing and stagecraft.  
*Harold Skulsky*  
M W F 10:40-11:30 a.m.

#### H. Film and Literature

A comparative study, with special emphasis on questions of narrative form. Problems in twentieth-century art, politics, and culture addressed through films by Eisenstein, Chaplin, Welles, Fellini, Bergman, Antonioni, and Godard, in conjunction with various modern texts. Viewing times at T 3-4:50 and Th 7:30-9:30 p.m.  
*Elizabeth von Klemperer, Richard Millington, Michael Gorra*  
M W F 1-2 p.m.; T Th 9:30-10:50 a.m.; T Th 1-2:50 p.m.

#### I. The American Dream

A study of the recurring myth of innocence and success in works by



Franklin, Dreiser, Fitzgerald,  
Faulkner, and others.

*Ronald Macdonald*

M W F 2:10-3 p.m.

## 120b Colloquia in Literature

Patricia Skarda, Director.

4 semester-hours credit

### A. Fiction

*Joan Bramwell, Craig Davis*

M W F 2:10-3 p.m.; T Th 8-9:20 a.m.

### B. The Gothic in Literature

*Patricia Skarda, Nora Crow Jaffe*

M W F 1-2 p.m.; T Th 9:30-10:50 a.m.

### C. The Literature of New England

Works by Emerson, Hawthorne,  
Thoreau, James, Sarah Orne Jewett,  
and Robert Lowell.

*Francis Murphy*

M W F 1-2 p.m.

### D. The American Dream

A study of the recurring myth of  
innocence and success in works by  
Franklin, Dreiser, Fitzgerald,  
Faulkner, and others.

*Richard Millington*

M W F 8:20-9:10 a.m.

### E. Tragic Drama

Plays by Marlowe, Shakespeare,  
Webster, T.S. Eliot, and others, with  
emphasis on tragic themes and  
techniques.

*Harold Skulsky*

M W F 10:40-11:30 a.m.

### F. Satire

*Douglas Patey*

M W F 9:20-10:30 a.m.

### G. Poet-Novelists: Thomas Hardy and D. H. Lawrence

The interplay between their  
techniques in prose and poetry and  
their criticism of progress and its  
anarchies in English culture.

*Patricia Skarda*

M W F 2:10-3 p.m.

### H. Comic Drama

*Jefferson Hunter*

M W F 2:10-3 p.m.

### I. Medieval Narrative

A study of epics and sagas in  
translation from the literatures of  
England, France, Germany,  
Scandinavia, and Ireland.

*Vernon Harward*

M W F 3:10-4 p.m.

### J. Myth and Literature

A study of the psychological and  
philosophical use of myth in  
literature. Consideration of works  
of Ovid, Spenser, Milton, Blake,  
Yeats, Dickens, Joyce, and D. H.  
Lawrence

*Margaret Shook*

M W F 9:20-10:10 a.m.

## Second-Level Courses

### AAS 200a Survey of Afro-American Literature: 1760 to Present

#### [201b The Reading of Poetry]

A practical study of the lyric, involving the  
frequent writing of critical papers and  
stressing the detailed analysis of the formal  
elements of poetry—tone, diction, meter,  
metaphor, and structure—through com-  
parison of lyrics in a variety of styles and  
historical periods. Prerequisite: one  
college-level course in literature.  
4 semester-hours credit

### 207 The Development of English Literature

A study of its traditions, conventions, and  
themes. Two hours of lecture, two hours of  
discussion. Vernon Harward, Director, first  
semester; Jefferson Hunter, Director, sec-  
ond semester.

4 semester-hours credit

*Vernon Harward, William Oram, Craig  
Davis, first semester; Douglas Patey, Eliza-  
beth Harries, Jefferson Hunter, second  
semester*

T Th 1-2:50 p.m.

**214a Chaucer**

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature.

4 semester-hours credit

*Vernon Harward, Craig Davis*

M W F 8-9:10 a.m.; M W F 2:10-3 p.m.

**214b A repetition of 214a.**

4 semester-hours credit

*Craig Davis*

M W F 10:40-11:30 a.m.

**215b Medieval Literature**

A study of Chaucer's *Troilus and Criseyde* and of his dream poems; selected readings from other works in the period, including those by the *Gawain* poet.

4 semester-hours credit

*Vernon Harward*

T Th 9:30-10:50 a.m.

**218a Shakespeare**

*Romeo and Juliet, 1 Henry IV, 2 Henry IV, As You Like It, Measure for Measure, King Lear, Antony and Cleopatra, The Tempest.* Richard Young, Director.

4 semester-hours credit

*Harold Skulsky, Ronald Macdonald,*

*Richard Young*

M W F 8:20-9:10 a.m.; M W F 10:40-11:50 a.m.; M W F 9:20-10:30 a.m.

**218b Shakespeare**

*Richard III, Richard II, The Merchant of Venice, Hamlet, Twelfth Night, Othello, Macbeth, The Winter's Tale.* Harold Skulsky, Director.

4 semester-hours credit

*Harold Skulsky, William Oram,*

*Eric Reeves*

M W F 8:20-9:10 a.m.; T Th 1-2:50 p.m.;

M W F 8:20-9:10 a.m.

**220b Milton**

The last major Renaissance humanist in his multiple role as revolutionary libertarian, master of Baroque style, educational theorist, and Attorney for the Defense of God.

4 semester-hours credit

*William Oram*

T Th 9:30-11:50 a.m.

**221a Seventeenth-Century Poetry**

How the major seventeenth-century poets dramatize the tragicomic difficulties of communicating in language and around it; the entanglements of sincerity and insincerity, literalness and figurativeness, private utterance and public, wooing and prayer. Poems by Donne, Jonson, Herbert, Vaughan, Marvell, and some of their contemporaries.

4 semester-hours credit

*Harold Skulsky*

T Th 9:30-10:45 a.m.

**222b The Age of Wit and Immorality**

Discussion of libertines (Dryden, Waller, Rochester) and Puritans (Marvell, Milton, Bunyan) during the English Restoration (1660-1680s).

4 semester-hours credit

*Frank Ellis*

T Th 9:30-10:50 a.m.

**223a Pope, Swift, and Their Circle**

Discussion of the major works in their historical and critical contexts.

4 semester-hours credit

*Frank Ellis*

T Th 1-2:50 p.m.

**224b The Age of Johnson**

Biography, autobiography, history, politics, essays, plays, and fiction, 1740-1800. Discussion of the major figures: Johnson, Boswell, Burke, Gibbon, Goldsmith, and others.

4 semester-hours credit

*Nora Crow Jaffe*

T Th 1-2:20 p.m.

**225a The Age of Sensibility**

Romantic tendencies in the eighteenth century: sentimental comedy, rediscovery of Nature, primitivism and progress, Gothic novel, and related topics.

4 semester-hours credit

*Frank Ellis*

M W F 1-2 p.m.

**226a The English Novel**

Lectures, with occasional discussion, on the major English novelists from Defoe to Scott. Emphasis on the novel as art, with some attention to biographical and social background.

4 semester-hours credit

*Douglas Patey*

T Th 9:30-10:50 a.m., T 3-4:50 p.m.

**226b The English Novel**

Lectures, with occasional discussion, on the major English novelists from Dickens to the present. Emphasis on the novel as art, with some attention to biographical and social background.

4 semester-hours credit

*Joan Bramwell*

T Th 9:30-10:50 a.m.

**227a The Romantic Poets**

A generic study of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, with emphasis on Romantic epics of expanded consciousness, poetry of romantic love, verse satire, elegiac poetry, the meditative lyric, and the poets' criticism.

4 semester-hours credit

*Patricia Skarda*

M W F 9:20-10:30 a.m.

**227b Victorian Poetry and Prose**

In 1985-86, focus on Victorian poetry, including works by Tennyson, the Brownings, Arnold, Clough, the Pre-Raphaelites, and Hopkins, for which prose selections will provide literary, cultural, and social context.

4 semester-hours credit

*Margaret Shook*

T 1-2:50 p.m., Th 1-1:50 p.m.

**[228b Twentieth-Century Canadian Literature]**

See Five College Course Offerings by Five College Faculty.

**[229b English and Irish Drama since 1850]**

Selected plays by Wilde, Shaw, Yeats, O'Casey, D. H. Lawrence, T. S. Eliot,

Beckett, Pinter, and others in the context of popular melodrama and comedy. Emphasis on the ways major writers use dramatic conventions to reveal aesthetic, religious, social, and political values.

4 semester-hours credit

**[230a Yeats and Joyce]**

Yeats's *Collected Poems*; Joyce's *Portrait of the Artist* and *Ulysses*.

4 semester-hours credit

**[231b American Literature from 1620 to 1820]**

A survey of major figures: Bradford, Winthrop, Mather, Bradstreet, Taylor, Edwards, Franklin, Jefferson, Cooper, Irving, and Bryant.

4 semester-hours credit

**232a American Literature from 1820 to 1865**

A survey of literary and cultural concerns in the writing of Emerson, Thoreau, Hawthorne, Melville, Stowe, Whitman, Dickinson, and others.

4 semester-hours credit

*Susan Van Dyne*

M W F 9:20-10:10 a.m.

**233b American Literature from 1865 to 1914**

A survey of major figures: Twain, Howells, James, Whitman, Jewett, Chopin, Wharton, and Dreiser.

4 semester-hours credit

*Francis Murphy*

M W F 2:10-3 p.m.

**234a Modern American Writing**

Topic for 1985-86: American Modernism. The work of Eliot, Pound, Crane, Stevens, Frost, Williams, Faulkner, Stein, and Hemingway, with occasional examination of the painting of the period.

4 semester-hours credit

*Francis Murphy*

M W F 2:10-3 p.m.



**235b Recent American Writing**

A survey with particular emphasis on Welty, Nabokov, O'Connor, Updike, Lowell, and Merrill.

4 semester-hours credit

*Dean Flower*

T Th 9:30-10:50 a.m.

**236b Fiction as Cultural Criticism**

A study of works of fiction that set out to understand and respond to the changes that unsettled American culture in the second half of the nineteenth century and first years of the twentieth. The novels will be supplemented by readings in contemporary cultural analyses and recent historical scholarship. Works by Hawthorne, Stowe, Twain, James, Howells, Frederick, Crane, Dreiser, Adams, and Wharton.

4 semester-hours credit

*Richard Millington*

M W F 2:10-3 p.m.

**AAS 237a Comparative Black Poetry**

[AAS 237b Major Black Writers: Fiction]

**CLT 238b Romanticism****239a American Women Poets**

A survey of selected women poets in the twentieth century including, among others, Moore, Bishop, Brooks, Sexton, Plath, and Rich.

4 semester-hours credit

*Susan Van Dyne*

M W F 10:40-11:30 a.m.

**241a Idea and Form in Twentieth-Century Fiction**

The modern novel with particular emphasis on Proust, Kafka, Camus, Faulkner, and Beckett.

4 semester-hours credit

*Kenneth Connelly*

T Th 9:30-10:50 a.m.

**244a Literary Criticism from Sidney to the Present**

A study of the development of Anglo-American literary criticism. Particular atten-

tion to critics who are poets and to the various intimate relations between critical and literary activities. Some consideration of the ways in which the critical tradition helps to define contemporary issues in literary theory.

4 semester-hours credit

*Eric Reeves*

M W F 10:40-11:30 a.m.

**245a British Literature from 1900 to 1935**

Major works of modern British poetry, drama, and fiction. Yeats, Forster, Joyce, Shaw, the War poets, Eliot, Woolf, Lawrence, Huxley.

4 semester-hours credit

*Jefferson Hunter*

M W F 10:40-11:30 a.m.

**246b British Literature since 1935**

British literature, culture, and politics since World War II. Readings in Orwell, Auden, Larkin, Pinter, Murdoch, Drabble, Burgess, Scott, and others.

4 semester-hours credit

*Michael Gorra*

M W F 1-2 p.m.

**GLT 291 A Survey of Selected Literary Masterpieces from Homer to Tolstoy**  
See Interdepartmental and Extradepartmental Course Offerings.

[CLT 292a Mutilated Manuscripts]

[HST 294b Poetry and Politics of England, 1660-1714]

To be offered in 1987-88.

See Interdepartmental and Extradepartmental Course Offerings.

**CLT 295a The Imagination and the City**

**CLT 296a Proseminar: The Comparatist's Perspective on Literature**

**FLS 231a Great Directors: Ingmar Bergman**

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### Third-Level Courses

All third-level courses are seminars and consequently limited to 12 unless otherwise noted. They are open to seniors, to juniors, and to sophomores who have completed ENG 207 or GLT 291.

#### 301, 301a, 301b Special Studies

Independent study, normally for majors. Students should not expect to sign up for Special Studies unless they are unusually well qualified to explore a special area of reading and research which is not covered by a course already listed in the catalogue. Approval of the instructor and department chair is required.  
4 semester-hours credit

#### [CLT 309a Arthurian Literature of the Middle Ages]

#### 312a Special Topics in Shakespeare

4 semester-hours credit

*Richard Young*

Th 3-4:50 p.m.

#### [315a The Age of Baroque]

Five Great Masters: Bernini, Shakespeare, Donne, Rembrandt, Milton. (Also limited attention given to Caravaggio, Herbert, Velasquez, and Vermeer.) Recommended background: literature and art of earlier centuries. Juniors and seniors.

4 semester-hours credit

#### [CLT 318a The Realistic Mode]

#### [322b Romantic Poetry]

4 semester-hours credit

#### [327a Aestheticism and Decadence]

The opposition of art to modern life from Poe through Baudelaire, the Pre-Raphaelites, Pater, Huysmans, and others to Wilde and his associates, with attention to such themes as the femme fatale, interior worlds, the self as artifact, and the analogies between language and other media.

4 semester-hours credit

#### 328a James Joyce

A study of Joyce's major works, with particular emphasis on *Ulysses*.

4 semester-hours credit

*William Van Voris*

T 3-4:50 p.m.

#### [330a Modern British and American Poetry]

4 semester-hours credit

#### 331b Modern Fiction

Issues and problems (self-dramatizing, randomness and casual design, the role of myth, fictional games, vagaries in time) in novels and stories by such authors as Mann, Rhys, Ford, Kafka, Borges, and Nabokov.

4 semester-hours credit

*Jefferson Hunter*

T 3-4:50 p.m.

#### 333a A Major British or American Writer

Topic for 1985-86: Virginia Woolf

4 semester-hours credit

*Elizabeth von Klemperer*

W 7:30-9:30 p.m.

#### [338b William Faulkner]

Study of the major fiction from 1929 to 1942, with emphasis on Faulkner as a modernist and not merely as a Southern writer.

4 semester-hours credit

#### 339b American Literature

In 1985-86, the study of three major voices in nineteenth-century American poetry:

Emerson, Whitman, and Dickinson.

4 semester-hours credit

*Francis Murphy*

M 7:30-9:30 p.m.

#### [340b Heroic and Pastoral]

4 semester-hours credit

#### 342b Comedy

The evolution of comedy on the stage from Aristophanes to Oscar Wilde.

4 semester-hours credit

*Frank Ellis*

T 3-4:50 p.m.

**343b Satire**

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift, and Pope to Byron, Waugh, West, and Vonnegut.

4 semester-hours credit

*Nora Crow Jaffe*

W 7:30-9:30 p.m.

**[346b Literary Perspectives on Women]**

4 semester-hours credit

**CLT 352a The Don Juan Theme****[CLT 353a Sonnets and Sonnet Cycles]****Graduate****401, 401a, 401b Graduate Special Studies**

Independent study for graduate students.

Admission by permission of the chair.

4 semester-hours credit

**The Major**

**Advisers:** Joan Bramwell, Frank Ellis, Elizabeth Harries, Vernon Harward, Jefferson Hunter, Nora Crow Jaffe, Ronald Macdonald, Richard Millington, Francis Murphy, Douglas Patey, Eric Reeves, Margaret Shook, Patricia Skarda, Harold Skulsky, William Van Voris, Elizabeth von Klemperer.

**Adviser for Study Abroad:** Frank Ellis.

The purpose of the English major is to develop a critical and historical understanding of English and American literature and language.

**Requirements:**

- (1) 207 or 291;
- (2) 214a or b;
- (3) 218a or b;
- (4) eight additional courses, subject to the following qualifications:

- (a) one of these must be taken in Medieval or Renaissance literature (211a or b, 215a, 217b, a second semester of 218a or b, 220b, 221b, 309a, 310a, 312a, 313a, 315a);
- (b) one of these must be taken in literature written between 1660 and 1830 (223a, 224b, 225a, 226a, 227a, [231b], 238b, [294a], [317b], [322b], 343b);
- (c) not more than two colloquia (120a or b) and one course in advanced writing (258a or b, 260a or b, 261a or b, 360a) or one colloquium and two courses in advanced writing may be counted toward the major (no colloquia or writing courses are required for the major);
- (5) the following substitutions are possible for the requirements listed under (4):
  - (a) students who take both survey courses (207 and 291) may omit requirements 4a and 4b;
  - (b) a total of 2 semester courses at the intermediate or advanced level in either or both of the following categories: a foreign literature (not language); film courses taught in a literature department.

No required courses may be taken for an S/U grade except for one course in writing.

**The Minor**

**Advisers:** Members listed in the catalogue as advisers for the major will also serve as advisers for the minor.

The minor may take one of three forms:

- (a) emphasis on literature: 207; one course on a major figure (Chaucer, Shakespeare, Milton); and two courses in British or American literature above the 100 level;
- (b) emphasis on American literature: 232; 233; one course in American or Afro-American literature above the

100 level; one English Department seminar or Special Studies of which at least half deals with American or Afro-American literature; and one appropriate course in British literature above the 100 level;

- (c) emphasis on writing: two courses on literary genre (fiction, poetry) and three writing courses, all above the 100 level.

## Honors

**Directors:** for the Class of 1986, Harold Skulsky; for the Class of 1987, Joan Bramwell.

### 501a Thesis

4 semester-hours credit

**Requirements:** Students in honors must fulfill the general requirements of the major. They will normally be given priority in seminars. In the first semester of the senior year they will present a thesis (501a) to count for one semester course beyond the 12 courses in English required for the major. In either the first or second semester of the senior year, they may carry three rather than four courses. Preference will be shown applicants with B+ marks in literature courses or with strong faculty recommendations.

**Examination:** The honors examination will be formulated in a way that tests the student's knowledge of different periods and genres in English and American literature. The examination will be taken in the spring of the senior year.

## Department of Exercise & Sport Studies

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### Associate Professors

Caryl Miriam Newhof, M.S., *Chair*  
Donald Steven Siegel, Ed.D.  
James H. Johnson, Ph.D.

### Assistant Professor

Barbara A. Brehm, Ed.D.

### Instructors

Joan L. Neide-Knox, M.A., M.S.  
Donna M. Smyth, M.S.

### Teaching Fellows

Rosemarie Chambers, B.S.  
Susan K. White, B.Ed.  
Maureen Pine, B.A.  
Camille O'Bryant, A.B.  
Ann Kitson, B.A.  
Theresa Collins, B.S.  
Margaret Dunlop, B.S.  
Meredith Nicklas, B.A.  
Eric Rodgers, B.A.

## A. Theory Courses

### [100a Introduction to Exercise and Sport Studies]

A survey of the major subdisciplines of exercise and sport studies, including sports history and philosophy, sport psychology and sociology, exercise physiology and biomechanics, and health behavior.

4 semester-hours credit

### 140b Health Behavior

The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease, and aging.

4 semester-hours credit

*Barbara Brehm*

T Th 8-9:20 a.m.

### 250a Physical and Biological Foundations of Exercise

Basic kinesiology and the physiology of exercise; structural and mechanical analysis of sport and dance movements; principles of training; short- and long-term effects of exercise and nutrition.

4 semester-hours credit

*James Johnson*

M W F 8:20-9:10, lab. T 1-2:50 p.m.

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## B. Performance Courses—Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, and knowledge of human movement and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture, and discussion. In general, each section involves an average of two scheduled hours per week. Students receive one semester-hour credit for each completed section, with no more than four performance courses for credit counted toward the degree. Normally students must take partial credit courses in addition to a full course load.

### 120a, 120b Advanced Lifesaving

Provides the skills and knowledge necessary to allow those successfully completing the course to effect safe rescues in aquatic



emergencies. ARC certification upon successful completion.

1 semester-hour credit

*Donna Smyth*

120a: Th 7:30-9:30 p.m.

120b: M 7:30-9:30 p.m.

### **121a, 121b Aerobic Dance**

Choreographed dance routines to music.

1 semester-hour credit

121a: *James Johnson*; 121b: *Barbara Brehm*

T Th 3-3:50 p.m.

### **122a, [122b] Aerobics**

Introduction to the principles of aerobic training, methods of participation, and actual training to improve aerobic power. Students are systematically monitored for maximum oxygen consumption throughout the semester while engaging in individually planned aerobic training programs.

1 semester-hour credit

*Barbara Brehm*

T 11-11:50 a.m.

### **123b Badminton**

The development of badminton skills, principles, evolution, strokes, and strategy.

1 semester-hour credit

*James Johnson*

T Th 1-2 p.m.

### **125a, 125b Fencing**

The basic techniques of attack and defense, footwork, rules, equipment, strategies, and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing.

1 semester-hour credit

*Jacqueline Blei*

125a: T Th 9:30-10:20 a.m.

125b: M W 9:20-10:10 a.m.

### **[128b Lacrosse]**

The basic stickwork, techniques, rules, equipment, positioning on the field, tactics, and strategy for beginning and low intermediate players. The origins and evolution of the early game of lacrosse to the modern game played in the United States.

1 semester-hour credit

### **129a Outdoor Skills I**

Fundamentals of outdoor travel by canoe and foot. Emphasis on technique, conditioning, safety, nutritional requirements, and planning. Students should plan to make one or two weekend trips.

1 semester-hour credit

*Donna Smyth*

Th 3-4:50 p.m.

### **130b Outdoor Skills II**

A continuation of Outdoor Skills I, with the addition of cross-country skiing, cycling, and white-water canoeing. Students should plan on afternoon field trips and one or two weekend trips.

1 semester-hour credit

*Donna Smyth*

Th 3-4:50 p.m.

### **131a, 131b Physical Conditioning**

The theory and performance of general conditioning and the basic principles of exercise.

1 semester-hour credit

131a: *James Johnson*, M W 3:10-4 p.m.

*Ann Kitson*, T Th 3-3:50 p.m.

131b: *Barbara Brehm*, M W 3:10-4 p.m.

*Ann Kitson*, T Th 3-3:50 p.m.

### **132a, 132b SCUBA Diving**

The use and care of equipment, safety, the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of department.

1 semester-hour credit

*David Stillman*

W 7:30-9:30 p.m.

### **[134b Springboard Diving]**

The understanding of the principles and the development of diving skills. Development of skills necessary to perform at least 10 different dives from five categories.

1 semester-hour credit

### **135a, 135b Squash**

Basic strokes, rules, equipment, game tactics, and strategy. The history and traditions of squash.

1 semester-hour credit

135a: *Caryl Newbof*, M W 9:20-10:10 a.m.;  
T Th 8-8:50 a.m.; T Th 9:30-10:20 a.m.

135b: *Caryl Newbof*, M W 9:20-10:10 a.m.;  
M W 2:10-3 p.m.

*Donald Siegel*, T Th 9:30-10:20 a.m.

### 136a, 136b Stress Management

The physical and psychological components of stress, identification of personal stress-provoking situations and irritants, and techniques for daily stress management.

1 semester-hour credit

*Barbara Brehm*

136a: T 1-2:50 p.m.

136b: Th 1-2:50 p.m.

### 137a Swimming

Theory and performance of swimming. Swimming techniques, including strokes, turns, and survival methods.

1 semester-hour credit

*Donna Smyth*

T Th 9:30-10:20 a.m.

### 138b Synchronized Swimming

Instruction in basic synchronized swimming skills, adaptation of strokes to music, execution of stunts, and choreography of swimming routines.

1 semester-hour credit

*Donna Smyth*

M W 9:20-10:10 a.m.

### 139a, 139b Tennis (Beginning)

The development of tennis skills, principles, evolution, strokes, and strategy. First semester class ends before Thanksgiving.

1 semester-hour credit

*Joan Neide-Knox*

139a: M W F 9:20-10:10 a.m.; T Th 1-2:15 p.m.

139b: M W 9:20-10:30 a.m.; M W 2:10-3 p.m.

### 146a, 146b Tennis (Intermediate)

The development of stroke consistency, shot direction, and singles and doubles strategy. Prerequisite: permission of the instructor.

1 semester-hour credit

*Joan Neide-Knox*

146a: M W F 8-8:50 a.m.

146b: M W F 8-8:50 a.m.

### 142a, 142b Water Safety Instructor

Instruction in techniques, theory, and teaching methods of swimming and lifesaving courses. American Red Cross certification upon successful completion.

Prerequisites: current ARC Advanced Lifesaving Certificate and advanced skill in swimming.

1 semester-hour credit

*Donna Smyth*

142a: M 7:30-9:30 p.m., plus two hours to be arranged

142b: Th 7:30-9:30 p.m., plus two hours to be arranged

### 143a, 143b Yoga

Yoga postures, breathing, and philosophy. Designed to give an opportunity to discover weaknesses and strengths, misalignments and imbalances.

1 semester-hour credit

*Jyoti Hansa*

143a: (I) T 1-2:50 p.m.; (II) Th 1-2:50 p.m.

143b: T 1-2:50 p.m.

### 144b Emergency Care for Sports and Exercise

Standard first aid, cardiopulmonary resuscitation, and an introduction to sports medicine. American Red Cross certification in standard first aid and in cardiopulmonary resuscitation.

1 semester-hour credit

*Ann Kitson*

W 7:30-9:30 p.m.

### 145a Self-Defense

The use of defensive and offensive moves to develop poise and confidence so a person can handle a threatening situation effectively.

1 semester-hour credit

*Joan Neide-Knox*

T Th 11-11:50 a.m.

**147b Yoga**

The yoga of B. K. S. Iyengar—Continuing Level. Refinement of postures and breathing techniques taught in ESS 143. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: ESS 143.

1 semester-hour credit

*Jyoti Hansa*

Th 1-2:50 p.m.

## C. Performance Courses— Non-credit

The following courses are offered on an elective, non-credit basis. Classes usually meet two times per week for six weeks.

Key:

(f) = Fall

(x) = Winter I

(y) = Winter II

(s) = Spring

**Aerobic Dance**

x-y: *Meredith Nicklas*, M W 3:10-4 p.m.

f-x: *Barbara Brehm*, M W 7:30-8:20 p.m.

y: *Meredith Nicklas*, M W 7:30-8:20 p.m.

**Aquatic Conditioning**

*Camille O'Bryant*

x: M W 2:10-3 p.m.

y: T Th 2-2:50 p.m.

**Badminton**

*Meredith Nicklas*

x: T Th 11-11:50 a.m.

**Bicycle Touring**

*Donald Siegel*

s: M W 4-5:45 p.m.

**Canoeing**

*Ann Kitson*

f-s: M W 1-1:50 p.m.

**Century Cycling**

*Donald Siegel*

f: M W 4-5:45 p.m.

**CPR**

*Ann Kitson*

f-x-y: T 7:30-9:30 p.m.

**Crew**

*Camille O'Bryant*

f-s: M W 2:10-3 p.m.; M W 3:10-4 p.m.;

T Th 3-3:50 p.m.

**First Aid**

*Ann Kitson*

f-y: Th 7:30-9:30 p.m.

**Golf**

*Caryl Newhof*

f-s: M W 1-1:50 p.m.

**Lacrosse (Beginning)**

*Jacqueline Blei*

x: M W 2:10-3 p.m.

**Squash (Beginning)**

f: *Susan White*, M W 8-8:50 a.m., M W 10:40-11:30 a.m., T Th 11-11:50 a.m.

x: *Susan White*, M W 8-8:50 a.m.; M W 10:40-11:30 a.m.; *Eric Rodgers*, T Th 11-11:50 a.m.

y: *Susan White*, M W 8-8:50 a.m., M W 9:20-10:10 a.m.; *Eric Rodgers*, T Th 11-11:50 a.m., M W 1-1:50 p.m.

s: *Susan White*, T Th 8-8:50 a.m.

**Squash (Intermediate)**

x: *Meredith Nicklas*, T Th 1-1:50 p.m.;

*Donald Siegel*, M W 2:10-3 p.m.;

T Th 3-3:50 p.m.

y: *Meredith Nicklas*, T Th 1-1:50 p.m.

**Swimming (Beginning)**

f: *Camille O'Bryant*, M W 10:40-11:30 a.m.;

*Donna Smyth*, M W 2:10-3 p.m.

x: *Camille O'Bryant*, M W 10:40-11:30 a.m.;

T Th 2:10-3 p.m.

y: *Joan Neide-Knox*, T Th 11-11:50 a.m.;

*Camille O'Bryant*, M W 2:10-3 p.m.

s: *Joan Neide-Knox*, T Th 11-11:50 a.m.;

T Th 2:10-3 p.m.



**Swimming (Intermediate)***Camille O'Bryant*

x: M W 9:20-10:10 a.m., T Th 11-11:50 a.m.

y: M W 10:40-11:30 a.m.

**Tennis (Beginning)**f: *Eric Rodgers*, M W 10:40-11:30 a.m.; *Susan White*, M W 3:10-4 p.m.s: *Meredith Nicklas*, T Th 11-11:50 a.m.;*Susan White*, M W 2:10-3 p.m.**Tennis (Low Intermediate)**f: *Eric Rodgers*, T Th 8-8:50 a.m.; *Donald Siegel*, M W 3:10-4 p.m.s: *Donald Siegel*, T Th 1-1:50 p.m.**Tennis (Intermediate Drill)**f: *Meredith Nicklas*, M W 8-8:50 a.m.s: *Eric Rodgers*, T Th 9:30-10:20 a.m.**Tennis (Advanced Drill)**f: *Joan Neide-Knox*, M W 1-1:50 p.m.s: *Eric Rodgers*, M W 1-1:50 p.m.**Ten-K Class***Bonnie May*

f: T Th 1-1:50 p.m.

s: M W 10:40-11:30 a.m.

**Uechi-Ryu Karate***Joan Neide-Knox*

f-s: M W 3:10-4 p.m.

**Riding**

Recreational riding, non-credit riding instruction, and participation in competitive riding are all available at Smith College. The courses of instruction offered each year include Beginning, Intermediate, and Advanced Horsemanship; Beginning, Intermediate, and Advanced Horsemanship over Fences; Dressage; Drill Class; and Horsemanship Certificate. A fee is charged for these classes. Further information may be obtained from the Smith College Riding Stables, ext. 2734.

**D. Graduate Courses**

Adviser: Donald Siegel.

**405a, 405b Theoretical and Practical Foundations of Coaching**

Assisting in the coaching of an interscholastic or intercollegiate team. Weekly conferences on team management, coach responsibilities, and coaching aids.

4 semester-hours credit

*Caryl Newhof*

To be arranged

**[410b The Anatomical and Mechanical Analysis of Movement]**

Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 250b, undergraduate kinesiology, or biomechanics.

*James Johnson*

4 semester-hours credit

**415b The Physiology of Exercise**

An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition, and evaluation of physical work capacity. Prerequisite: 250b or undergraduate exercise physiology.

4 semester-hours credit

*James Johnson*

M W F 8-9:10 a.m., lab. to be arranged

**420a, 420b Special Studies**

In adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning, or other approved topics. Hours scheduled individually.

4 semester-hours credit

*Members of the Department***[425b Current Issues in Exercise and Sport Studies]**

Current issues in exercise, sport studies, and physical education will be examined



with special emphasis on problems affecting programs for women and women in the profession.

*Caryl Newbof*

4 semester-hours credit

**430a Statistical Methods for Exercise and Sport Studies**

Quantitative evaluation in physical education, including statistical methods and the computer as a research tool.

4 semester-hours credit

*Barbara Brehm*

M W F 9:20-10:30 a.m.

**440b Microcomputers in Exercise and Sport Studies**

An examination of microcomputer applications in ESS. The major course components include: a) developing systems for data acquisition and analysis in a human performance laboratory setting; and b) utilizing microcomputers in organizing and administering physical activity programs.

4 semester-hours credit

*Donald Siegel, Kim Bierwert*

M W F 10:40-11:50 a.m.

**[445b Research in Exercise and Sport Studies]**

Critical survey of literature, study of research design and techniques, and practice in preparation of research reports.

4 semester-hours credit

**450, 450a, 450b Thesis**

4 semester-hours credit

*Members of the Department*

Hours to be arranged

**460a, 460b Supervised Teaching in Physical Education**

Individually arranged.

4 semester-hours credit

**[465a Seminar in Skill Acquisition and Performance]**

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making, and effector processes. Independent research required. To be offered in 1986-87.

*Donald Siegel*

4 semester-hours credit

**470a Psychology of Sport**

An examination of sport from a psychological perspective. Topics include sport and culture, competition, personality and performance, aggression, and motivation.

4 semester-hours credit

*Donald Siegel*

T Th 8-9:20 a.m.

**[475b Sports Medicine: Concepts in Care and Prevention of Athletic Injury]**

Theory and practice of sports medicine with emphasis on injury prevention, protection, and rehabilitation. Prerequisite: 250b or BIO 101a or b or 150a. Recommended: 410b.

4 semester-hours credit

## Interdepartmental Minor in Film Studies

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### Advisers

Hans Rudolf Veget, Professor of German  
and Comparative Literature, *Director*  
Dean Flower, Professor of English  
Language & Literature  
Barbara Kellum, Assistant Professor of Art

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### Visiting Lecturer

<sup>2</sup>Richard Pini

### 231a Great Directors

A study of representative examples from one director's work, its stylistic and thematic characteristics, its contribution to the development of cinema, its cultural and historical context. Topic for 1985-86: Ingmar Bergman. Intensive study of some of the major films of the great Swedish director, with readings in Strindberg, Ibsen, Kierkegaard, Bergman (plays and film scripts). Admission by permission of the instructor. 4 semester-hours credit  
*Dean Flower (English)*  
Th 3-4:50 p.m.; film viewing: T 3-4:50 p.m. and Th 7:30-9:30 p.m.

### 241b Genre/Period

Focus on a historically significant genre and/or period. Analysis of representative works, their technical conventions, and ideological profile. Topic for 1985-86: The Hollywood Musical. An examination of significant Hollywood musicals from the '30s to the '60s in terms of their common stylistic, ideological, and technical characteristics. A study of the modes of production and the particular American qualities of these films will lead to a critical appreciation of the concept of "genre."  
4 semester-hours credit  
*Richard Pini*  
Th 1-2:50 p.m.; Th 7:30-9:30 p.m.

### The Minor

**Advisers:** Hans R. Veget, Director (German and Comparative Literature), Dean Flower (English), Barbara Kellum (Art).

The Minor in Film Studies offers the opportunity to study film and film history in a coherent and structured manner. It is designed to develop the student's cinematic literacy based on a critical understanding of the medium, of its relationship to the other arts, and of film theory. By its very nature a mixed medium, film calls for an interdisciplinary and comparative approach. This uniqueness of film as an art form is reflected in the requirements.

Requirements: six semester courses to be taken at Smith or, by permission of the Director, elsewhere among the Five College institutions.

#### Required courses:

ART 283b	The Motion Picture as Art Form
FLS 351b	Seminar on Film Theory (to be offered in 1986-87).

#### Electives:

ENG 120a	Film and Literature
ENG 258b	Advanced Essay Writing: Writing About Film
FRN 228b	French Cinema
FLS 231a	Great Directors
FLS 241b	Genre/Period
CLT 251a	Studies in Short Fiction: Topic for 1985-86: The Narrative in Literature and Film

## Departmental Majors in French Language & Literature

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### Professors

\*Josephine Louise Ott, Ph.D.

§Marie-José Madeleine Delage, Lic. ès L.,  
D.E.S., Docteur en Histoire

\*Patricia Weed, Ph.D.

Lawrence Alexander Joseph, Ph.D.

James J. Sacré, Ph.D., *Chair*

\*David R. Ball, Lic. ès L., Docteur en  
Littérature Générale et Comparée  
(French and Comparative Literature)

### Associate Professors

Marilyn Schuster, Ph.D.

(French and Comparative Literature)

§Mary Ellen Birkett, Ph.D.

### Assistant Professors

Ann Leone Philbrick, Ph.D.

Martine Gantrel, Agrégée de l'Université

Denise Rochat, Ph.D.

Anne Paupert, Agrégée de l'Université

Janie Vanpée, Ph.D.

### Instructor

Laurence Bastidon, M.A.

### Lecturer

Lucile Martineau, A.M., M.S.W.

### Visiting Lecturer

<sup>1</sup>Margaret Mauldon, Ph.D.

### Sèvres Visiting Lecturer

Michelle Szkilnik, Agrégée de l'Université

### Mellon Lecturer

Thierry Grassioulet, Lic. ès L., Maîtrise  
d'Anglais

All classes and examinations in the department are conducted in French with the exception of cross-listed courses and one section of 228b. In all language courses, slide lectures, films, and work in the language laboratory will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 207.

Qualified students may apply for residence in La Maison Française, Dawes.

## A. Language

### 100D Intensive Elementary Course

An accelerated course designed to prepare the beginner to enter a 200-level French

course the following year. Not open to students presenting entrance units in French except by permission of the department.  
12 semester-hours credit.

Lec. Th 3-4:50 p.m. *Martine Gantrel*, M W F  
9:20-10:30 a.m., T Th 9:30-10:50 a.m.;  
*Laurence Bastidon*, M W F 1-2 p.m.,  
T Th 11-11:50 a.m.

### 101 Elementary Course

A one-year non-intensive elementary course. Open to students with no previous credit in French or fewer than two entrance units. Four class hours a week plus laboratory.

8 semester-hours credit

*Marilyn Schuster*, M W F 8-9:10 a.m.; *Ann Philbrick*, M W F 9:20-10:30 a.m.

### 150a Low Intermediate Course

Oral work and grammar review based on the study of modern texts. Reading will include short works and a screenplay by

Jean-Paul Sartre. Various aspects of French culture will be emphasized. Prerequisite: 2 or 3 entrance units.

4 semester-hours credit

*Members of the department.*

Lec. Th 3-4:50 p.m., Sect. M W F 10:40-11:50 a.m.; T Th 8-9:20 a.m., M W F 1-2 p.m.; M W F 9:20-10:30 a.m.

### 150b A repetition of 150a

4 semester-hours credit

*Janie Vanpée*

Lec. Th 3-4:50 p.m., Sect. T Th 8-9:20 a.m.

### 206a Intermediate Course

Grammar review and vocabulary building. The course will emphasize speaking and listening (films, plays, discussion) with progressively increased practice in reading and writing. Prerequisite: 4 entrance units or permission of the department.

4 semester-hours credit

*Members of the Department*

Sect. M W F 10:40-11:50 a.m.; M W F 1-2 p.m.; M W F 9:20-10:30 a.m.; M W F 2:10-3 p.m.

### 206b A repetition of 206a

4 semester-hours credit

*Members of the Department*

Sect. M W F 10:40-11:50 a.m.; M W F 9:20-10:30 a.m.

### 207a Composition

A course intended to develop writing skills based on in-class editing of weekly compositions, analysis and imitation of different prose styles, selective grammar review. Prerequisite: 100D, 104, 150, 200, 201, 206 or permission of the department.

4 semester-hours credit

*Members of the Department*

Sect. M W F 9:20-10:30 a.m.; M W F 2:10-3 p.m.

### 207b A repetition of 207a

4 semester-hours credit

*Members of the Department*

Sect. M W F 8-9:10 a.m.; M W F 9:20-10:30 a.m.; M W F 10:40-11:50 a.m.

### 302a Advanced Grammar, Phonetics, and Composition

Emphasis on some of the subtle points of grammar. Weekly compositions; exercises in translation from English to French; extensive work in phonetics; discussion and oral reports based on short modern texts.

4 semester-hours credit

*Josephine Ott*

M W F 10:40-11:50 a.m.

### 303b Advanced Composition

A continuation of 302a. Emphasis on vocabulary building and development of prose style in French through text editing of weekly compositions; prose style analysis of selected major authors, and pastiche. Continuation of phonetic practice. Prerequisite: 302a or permission of the instructor.

4 semester-hours credit

*Patricia Weed*

M W F 10:40-11:50 a.m.

## B. Literature

Unless otherwise stated, the prerequisite for intermediate literature courses is four entrance units, or two semesters above the level of 101, or permission of the department.

Unless otherwise stated, the prerequisite for advanced courses is two semester literature courses at the intermediate level or permission of the department.

### 208a Readings in Modern Literature

An introduction to literary analysis, designed to develop skills in oral expression and expository writing. Some sections focus on problems of genre, others on thematic problems.

4 semester-hours credit

#### A. Quest for Identity

Readings in various genres. Baudelaire, Rimbaud, Giono, Camus, Sartre.



*Thierry Grassioulet*

M W F 9:20-10:30 a.m.

**B. Women Writers of Quebec**

Roy, Loranger, Brossard, Bersianik, Blais, Hébert.

*Lucile Martineau*

M W F 10:40-11:50 a.m.

**C. Fantasy and Madness**

Maupassant, Alain Fournier, Giraudoux, Tremblay, Supervielle.

*Lucile Martineau*

M W F 2:10-3 p.m.

**208b Readings in Modern Literature**

A repetition of 208a A.

Normally cannot be taken after 208a.

4 semester-hours credit

*Thierry Grassioulet*

M W F 9:20-10:30 a.m.

**210a Introduction to the Literature and Civilization of France**

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Basis for both French Literature and French Studies majors.

4 semester-hours credit

Lec. T 3-4:50 p.m.; Sect. *Michelle Szkilnik*,

M W F 8-9:10 a.m.; *Denise Rochat*,

M W F 9:20-10:30 a.m.; *Anne Paupert*,

M W F 1-2 p.m.

**210b** A repetition of 210a.

4 semester-hours credit

Lec. T 3-4:50p.m.; Sect. *Anne Paupert*,

M W F 1-2 p.m.; *Denise Rochat*, T Th 9:30-

10:50 a.m.

**211a Introduction to the Literature and Civilization of France**

A study of cultural relationships in the seventeenth and eighteenth centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Basis for both French Literature and French Studies majors.

4 semester-hours credit

Lec. T 3-4:50 p.m.; Sect. *Margaret Mauldon*,

M W F 10:40-11:50 a.m.; *Janie Vanpée*,

T Th 11-11:50 a.m.; T 3-4:50 p.m.

**211b** A repetition of 211a.

4 semester-hours credit

Lec. T 3-4:50 p.m.; Sect. *Michelle Szkilnik*,

M W F 9:20-10:30 a.m.; *Patricia Weed*,

M W F 10:40-11:50 a.m.; *Janie Vanpée*,

T Th 11-11:50 a.m.; T 3-4:50 p.m.

**219a Studies in Literary Forms: The Novel**

The evolution of the novel from Balzac to the *nouveau roman*. Prerequisite: one semester course in language or literature at the intermediate level, or permission of the department. Well-qualified freshmen are urged to seek admission to this course.

4 semester-hours credit

*Lawrence Joseph*, T Th 9:30-10:50 a.m.;

*Michelle Szkilnik*, M W F 1-2 p.m.

**219b** A repetition of 219a.

4 semester-hours credit

*Lawrence Joseph*, M W F 8-9:10 a.m.;

*Martine Gantrel*, M W F 1-2 p.m.

**CLT 222a Women Writing: Twentieth-Century Fiction**

**311a Preromanticism and Romanticism**

The romantic revolution in the first half of the nineteenth century. Works by Rousseau, Chateaubriand, Hugo, Musset, Vigny, and others, with references to other European literatures.

4 semester-hours credit

*Janie Vanpée*

T Th 9:30-10:50 a.m.

**311b** A repetition of 311a.

4 semester-hours credit

*Lawrence Joseph*

M W F 10:40-11:50 a.m.

**312a Masters of the Nineteenth-Century Novel**

Balzac, Stendhal, Flaubert, Zola.

4 semester-hours credit

*Denise Rochat*

M W F 1-2 p.m.

**[313b French Poetry of the Second Half of the Nineteenth Century]**

The opening of the modern era in French poetry: Baudelaire, Verlaine, Rimbaud, Mallarmé. Recommended background: 311a or b, or 316a. To be offered in 1986-87.

4 semester-hours credit

**314b French Literature of the Eighteenth Century: The "Philosophes"**

Ideological struggle in the Ancien Régime: new forms, new ideas. The problem of happiness. The uses and delights of satire.

Works by Montesquieu, Diderot, Voltaire, and Rousseau.

4 semester-hours credit

*David Ball*

M W F 9:20-10:30 a.m.

**[315a French Literature of the Middle Ages]**

To be offered in 1986-87.

4 semester-hours credit

**316a French Literature of the Renaissance**

Themes, poems, and creativity in the sixteenth century: Rabelais and the poets of the Renaissance.

4 semester-hours credit

*James Sacré*

M W F 9:20-10:30 a.m.

**[317a French Literature of the Seventeenth Century]**

To be offered in 1986-87.

4 semester-hours credit

**318b French Literature of the Twentieth Century**

A study of problems of interpretation in the modern novel. Authors such as Proust, Colette, Gide, Sarraute, Robbe-Grillet, Duras, Butor, and Wittig will be included.

4 semester-hours credit

*Marilyn Schuster*

M W F 10:40-11:50 a.m.

**350a, 350b Special Studies**

Admission by permission of the department; normally for junior and senior

majors, and for qualified juniors and seniors from other departments.

4 semester-hours credit

**CLT 360b The Modernist Movement****C. Civilization**

210a or b and 211a or b, see Section B., Literature

**228b French Cinema**

Consideration of historical developments and major trends underlying the modern French cinema. Works by directors such as Vigo, Clair, Renoir, Carné, Truffaut, Bresson, Godard, Resnais. N.B. Attendance at both film showings is required.

4 semester-hours credit

Viewing hours W 7:30-9:30 p.m., Th 3-4:50 p.m.; Sect. *Anne Paupert*, M W F 10:40-1:50 a.m.; *Denise Rochat*, T Th 11-11:50 a.m., W 3:10-4 p.m. This section will be taught in English.

**CLT 324b Joan of Arc****330b Modern French Civilization**

Topic for 1985-86: Rural France: Myths and Realities (1850-1980). The cultural, social, and daily life of the French farmer. Historical documents will be compared with literary works showing how the French characteristically see and imagine some of their most cherished roots.

4 semester-hours credit

*James Sacré*

M W F 1-2 p.m.

**340b Integrating Course**

A senior course designed to coordinate the work of the major in French Studies.

4 semester-hours credit

*James Sacré*

T Th 9:30-10:50 a.m.

## D. Seminars

### 342a Stylistics

Composition, translations, analyses of various oral and written French styles.

4 semester-hours credit

*Josephine Ott*

Th 1-2:50 p.m.

### 343b Theme and Form in French Literature

Topic for 1985-86: Fictions and Realities of Power in the Seventeenth Century. Authority and hierarchy versus the dynamics of rebellion at court, in society at large, in the family. Readings include texts by Corneille, Mme. de La Fayette, La Fontaine, Louis XIV, Molière, Racine, Retz. May be counted toward the major in French Studies.

4 semester-hours credit

*Patricia Weed*

Th 1-2:50 p.m.

### [344b Studies in Drama]

To be offered in 1986-87.

4 semester-hours credit

### 345a French Thought

Topic for 1985-86: Women at the Time of Héloïse and Eleanor: Ideals and Realities. A study of literature and civilization of the XIIIth century. The representation of women in literature and art, confronted with the reality of the period (great historical figures such as Héloïse, Eleanor of Aquitaine, and the writer Marie de France, but also the status and the condition of women in general). Readings will include letters of Héloïse and Abélard, poems of the Troubadours, novels by Chrétien de Troyes, works by Marie de France, documents and books by contemporary historians.

4 semester-hours credit

*Anne Paupert*

T 1-2:50 p.m.

### 348a Studies in Nineteenth-Century Literature

Topic for 1985-86: The symbolist Aesthetics 1850-1900. Readings will include examples from poetry, the novel, short fiction, and

the drama by such authors as Baudelaire, Verlaine, Rimbaud, Mallarmé, Laforgue, Villiers de l'Isle-Adam, Huysmans, and Claudel.

4 semester-hours credit

*Lawrence Joseph*

T 3-4:50 p.m.

### [349a Studies in Twentieth-Century Literature]

To be offered in 1986-87.

4 semester-hours credit

## E. Graduate

Adviser: Lawrence Joseph.

### 450, 450a, 450b Research and Thesis

450a or 450b may be taken for double credit.

4 or 8 semester-hours credit

### 451, 451a, 451b Advanced Studies

Arranged in consultation with the department.

4 semester-hours credit

## The Majors

**Advisers:** Josephine Ott, Ann Philbrick, Denise Rochat, Marilyn Schuster, Patricia Weed.

**Advisers for Study Abroad:** Josephine Ott, Patricia Weed, Lawrence Joseph (Geneva).

Majors in both French Language and Literature and French Studies who spend the Junior Year in Paris will normally meet certain of the requirements during that year, in particular the advanced courses in language.

## French Language and Literature

Requirements: 10 semester courses distributed as follows:

- (1) 210a or b or 211a or b or an equivalent accepted by the department as the basis for the major;

- (2) 302a, followed by 303b;
- (3) a seminar in French language, literature, or civilization, to be taken in the senior year; and
- (4) six additional semester courses, of which four must normally be literature courses at the advanced level.

A major is expected to have taken at least one course in five of the following periods: Middle Ages, Renaissance, Seventeenth Century, Eighteenth Century, Nineteenth Century, Twentieth Century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods.

### French Studies

Requirements: 10 semester courses distributed as follows:

- (1) 210a or b or 211a or b or an equivalent accepted by the department as the basis for the major;
- (2) 302a, followed by 303b;
- (3) 340b, a course designed to coordinate the work of the major in French Studies;
- (4) a seminar in French language, literature, or civilization to be taken in the senior year;
- (5) three courses in French literature or civilization, of which two must normally be at the advanced level; and

- (6) two courses chosen from the French Department or from appropriate offerings in other departments.

A major is expected to have taken at least one course in each of the following three periods: Middle Ages/Renaissance, Seventeenth Century/Eighteenth Century, Nineteenth Century/Twentieth Century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods.

### Honors

**Director:** Lawrence Joseph.

#### 501a Thesis

8 semester-hours credit

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. In addition to the normal requirements of the major, the candidate will write a thesis in the first semester of her senior year; the thesis will be due on the first day of the second semester of her senior year. In the second semester of the senior year, she will take an oral examination based on her thesis and the field in which it was written.



## Departmental Major and Minor in Geology

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### Professors

H. Robert Burger, Ph.D.

H. Allen Curran, Ph.D.

\*\*Brian White, Ph.D.

### Associate Professors

John B. Brady, Ph.D.

Robert M. Newton, Ph.D., *Chair*

### Instructors

Constance M. Soja, B.A.

E. LeeAnn Srogi, B.S.

### Lecturer

Ann Moss Burger, M.A.

Students contemplating a major in geology should elect 111a or 114b and 111b and see a departmental adviser as early as possible. All 100-level courses except 111b may be taken without prerequisites.

### 111a Physical Geology

What causes earthquakes? Why do volcanoes erupt? Why did the dinosaurs become extinct? Were past natural catastrophes responsible for the demise or disappearance of ancient civilizations? How do these events relate to such current concerns as the nuclear winter? Why does the landscape differ from place to place, and what is special about our national parks? How are natural resources discovered, and how can our water supplies be protected from increasing degradation? How old is the Earth and how did it form? This course concentrates on these and other questions in an attempt to make you more aware of the planet on which you live. Laboratory-discussion sections include several field trips to local areas. An optional trip to Cape Cod is also available.

4 semester-hours credit

Lec.: *Robert Burger*; labs.: *Members of the Department*

Lec. M W F 10:40-11:30 a.m.; lab. M T or W 1-4 p.m. or Th 8-11 a.m.

### 111b Origin and Evolution of the Earth

The geologic history of our planet as revealed by the rocks and fossils of the earth's crust. Topics include the origins of the earth and life, the measurement and significance of geologic time, the geologic evolution of North America from the Precambrian to present, the development of vertebrates, and the rise of humans as the planet's dominant species. Laboratories include field trips to local areas of geologic interest. Prerequisite: 111a or 114b.

4 semester-hours credit

*Constance Soja*

Lec. M W F 10:40-11:30 a.m.; lab. M or T 1-4 p.m.

### 114b Physical Geology

A repetition of 111a

4 semester-hours credit

Lec.: *Robert Newton*; labs.: *Members of the Department*

Lec. M W F 9:20-10:30 a.m.; lab. M T or Th 1-4 p.m.

### 116b Oceanography

An introduction to the marine environment, with emphasis on submarine topography and sedimentation, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, and exploitation of the oceans by humankind. At least one field trip to the Massachusetts

coast, and one oceanographic training cruise.

4 semester-hours credit

*Allen Curran*

Lec. M W F 9:20-10:30 a.m.; lab. W or Th 1-4 p.m.

### [117b The Environment]

A study of the interrelationships between various elements of the Earth's environment and the growing human population, urbanization, and industrialization. Topics: characteristics and contamination of rivers, groundwater, and coastal zones; evolution and pollution of the atmosphere; origin, use, and depletion of fossil fuels; earthquakes, volcanoes, floods, and other geologic hazards; changing climate. To be offered in 1986-87.

4 semester-hours credit

*Brian White*

M W F 10:40-11:50 a.m.

### 221a Mineralogy

Elements of crystallography and crystal chemistry; identification and parageneses of the common rock-forming and economically important minerals; principles of optical mineralogy. Prerequisite: 111a or 114b.

4 semester-hours credit

*LeeAnn Srogi*

Lec. T Th 9:30-10:50 a.m.; lab. Th 1-4 p.m.

### 221b Petrology

Petrology and petrography of igneous and metamorphic rocks; origin, crystallization, and differentiation of magma; controlling factors of metamorphism. Prerequisite: 221a.

4 semester-hours credit

*LeeAnn Srogi*

Lec. T Th 9:30-10:50 a.m.; lab. Th 1-4 p.m.

### 231a Invertebrate Paleontology and Paleoecology

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology, and biostratigraphic importance. Prerequisite: 111b; open without prerequisite to majors in

Biological Sciences by permission of the instructor.

4 semester-hours credit

*Allen Curran*

Lec. M W F 8:20-9:10 a.m.; lab. W 1-4 p.m.

### 232a Sedimentology

A study of modern sediments, sedimentary processes, and primary sedimentary structures, and an analysis of ancient analogues preserved in the sedimentary rock record.

Prerequisite: 111b.

4 semester-hours credit

*Brian White*

Lec. M W F 10:40-11:50 a.m.; lab. M 1-4 p.m.

### 241b Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Prerequisite: 111b.

4 semester-hours credit

*Robert Burger*

Lec. M W F 8:20-9:10 a.m.; lab. M 1-4 p.m.

### 251a Geomorphology

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111a or 114b.

4 semester-hours credit

*Robert Newton*

M W F 9:20-10:30 a.m.; lab. F 1-4 p.m.

### [252b Groundwater Geology]

A study of the occurrence, movement, and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development, and methods of artificial recharge. Prerequisites: 111a or 114b, and MTH 121a or b. To be offered in 1986-87.

4 semester-hours credit

### PPL 265a Water and Policy: Sources, Uses, and Social Control

**301a, 301b Advanced Work or Special Problems in Geology**

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

4 semester-hours credit

*Members of the Department*

**[311a Exploration Geophysics]**

Theory and application of geophysical exploration techniques including seismology, gravimetry, and magnetics. Extensive fieldwork. Prerequisites: 111b, MTH 122a or b, and permission of the instructor.

To be offered in 1986-87.

4 semester-hours credit

**[334b Advanced Sedimentology]**

A detailed study of carbonate rocks. Laboratory work will include the study of petrographic thin sections and photomicrography with the use of acetate peels and advanced staining techniques where appropriate. Field trips to study the Lower Paleozoic rocks in New York State. Readings from current literature used as background for the laboratory and field studies. Prerequisite: 232a.

To be offered in 1986-87.

4 semester-hours credit

**351b Glacial and Periglacial Geology**

The geological aspects of glaciers and glaciation developed through the study of the origins and evolution of glacial geomorphic features. The periglacial environment, past and present, related to Quaternary landforms. Prerequisite: 251a or permission of the instructor.

4 semester-hours credit

*Robert Newton*

To be arranged

**355a Senior Seminar**

Topic for 1985-86: Continental Margins and Rift Zones Through Geologic Time. Open to senior Geology majors; junior majors by permission of the instructor.

4 semester-hours credit

*Allen Curran*

Th 7:30-10 p.m.

**371 Honors Project**

Admission by permission of the department.

8 semester-hours credit

*Members of the Department*

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty.

**The Major**

**Advisers:** for the Class of 1986, Robert Burger; for the Class of 1987, Robert Burger; for the Class of 1988, Robert Newton; for the Class of 1989, Brian White.

**Adviser for Study Abroad:** Robert Burger.

**Basis:** 111a or 114b, and 111b.

**Requirements:** eight semester courses above the basis and including the following: 221a, 221b, 231a, 232a, 241b, 251b, and two additional courses at the advanced level. Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

**The Minor**

**Advisers:** same as for the major.

Many emphases are possible within the Geology minor. For example, a student interested in earth processes and history might take 111a (or 114b), 111b, 231a, 232a, 251b, and 355a. A student concerned about environmental and resource issues might take 111a (or 114b), 116b, 117b, 221a, 232a, and 252b. Students contemplating a minor in Geology should see a

departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: six semester courses including 111a or 114b and a total of no more than three courses at the 100 level.

## Honors

**Director:** Robert Burger.

### 502 Thesis

12 semester-hours credit

Basis: 111a or 114b, and 111b.

Requirements: seven semester courses above the basis and including the following: 221a, 221b, 231a, 232a, 241b, 251a, and

one additional course at the advanced level. An honors project (502) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

## Field Experiences

Through Five Colleges, Inc., Smith College is affiliated with the Ocean Research and Education Society in Gloucester, Mass. Two three-day oceanographic training cruises aboard the R/V Regina Maris are offered each year, one of which has geological emphasis. The department also regularly sponsors an interterm trip to the Bahamas to study modern and ancient coral reefs and carbonate environments. The facilities of the Bahamian Field Station on San Salvador Island are used during this field trip.



## Departmental Major and Minor in German Language & Literature

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### Professors

§Willy Schumann, Ph.D.  
Hans Rudolf Valet, Ph.D., *Chair* (German  
and Comparative Literature)

### Assistant Professors

Margaret Skiles Zelljadt, Ph.D.  
Gertraud Gutzmann, Ph.D.

\*Robert Chapin Davis, Ph.D.  
Gerlinde Maria Geiger, Ph.D.  
Joseph George McVeigh, Ph.D.

### Mellon Lecturer

Ingrid Winter, Ph.D.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the German Language and Literature Advanced Placement test may not apply that credit toward the degree if they complete for credit any 100-level German course (100, 110D, 120a, or 130a or b).

Students who plan to major in German or who wish to spend the junior year in Germany should take German in the first two years. Courses in European history and in other literatures are also recommended.

## A. German Language

### 100 Elementary Course

An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises, and listening and reading comprehension.

Emphasis on development of oral proficiency as well as gradual acquisition of skills in reading and writing German.

8 semester-hours credit

*Joseph McVeigh*, M W F 8-9:10 a.m.;  
*Margaret Zelljadt*, M W F 9:20-10:30 a.m.;  
*Gerlinde Geiger*, M W F 10:40-11:50 a.m.

### 110D Accelerated Elementary Course

An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit. Six class hours.

12 semester-hours credit

*Gertraud Gutzmann, Ingrid Winter*

M W F 9:20-10:30 a.m., T Th 10-10:50 a.m.;

M W F 10:40-11:50 a.m., T Th 11-11:50 a.m.

### 120a Intermediate German I

Oral and written work, grammar review, and vocabulary building; selected works by Brecht, Dürrenmatt, and Kafka. Prerequisite: two entrance units or 100.

4 semester-hours credit

*Gerlinde Geiger*, M W F 8-9:10 a.m.;

*Joseph McVeigh*, M W F 10:40-11:50 a.m.

### [130a Intermediate German II]

4 semester-hours credit

### 130b Intermediate German II

Reading and discussion of expository prose concerning German culture and civilization and of literary works by modern German

authors. Prerequisite: 110D or 120a or permission of the instructor.

4 semester-hours credit

*Gerlinde Geiger*, M W F 9:20-10:30 a.m.;

*Robert Davis*, M W F 10:40-11:50 a.m.

### **221a Reading, Conversation, and Composition**

Study of a variety of contemporary texts; intensive practice of spoken and written German with special attention to idiom, syntax, and style.

4 semester-hours credit

*Gerlinde Geiger*, M W F 9:20-10:30 a.m.

[221b A repetition of 221a.]

4 semester-hours credit

### **340a Advanced Studies in Translation and Style**

Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German; topics in advanced style, idiom, and syntax; German-English and English-German translation. Prerequisite: 221a or equivalent.

4 semester-hours credit

*Ingrid Winter*

T Th 8-9:10 a.m.

## **B. German Literature and Civilization**

### **225a Readings in German Literature**

Reading and discussion of representative works of German literature from the Middle Ages to the present; works by authors such as Goethe, Hoffmann, Mann, Kafka, Brecht, and others. Prerequisite: 221a or permission of the instructor.

4 semester-hours credit

*Joseph McVeigh*

M W F 1-2 p.m.

225b A continuation of 225a.

4 semester-hours credit

*Robert Davis*

M W F 1-2 p.m.

### **281b German Civilization**

A survey of the cultural, social, economic, and political development of the German-speaking countries from the early Middle Ages to the end of World War II with emphasis on the events and achievements of the last 200 years (Enlightenment, Goethezeit, the nineteenth century, the Wilhelminian Era, the Weimar Republic, the "Third Reich"); some attention will be paid to the High Middle Ages, the Reformation, the Baroque Age. In German. Prerequisites: GER 110D or 130a or 130b. Introductory courses in European History strongly recommended.

4 semester-hours credit

*Joseph McVeigh*

M W F 9:20-10:30 a.m.

### **[CLT 305a Studies in the Novel]**

### **[332a Sturm und Drang]**

A study of representative works by Lessing, Herder, Lenz, early Goethe, and Schiller against the background of intellectual, social, and political history.

4 semester-hours credit

### **333a Weimar Classicism**

A study of some of the aesthetic, philosophical, and political issues of classical German Humanism as reflected in major works by Goethe and Schiller; emphasis on the classical drama. The impact of Weimar Classicism on later intellectual and political history.

4 semester-hours credit

*Hans Vaegt*

W 7:30-9:30 p.m.

### **334b Romanticism**

The development of the Romantic movement; the new awareness of the artist's role in society; the discovery of "folk" art; the concept of nationalism. Representative works by Tieck, Novalis, Brentano, Eichendorff, Kleist, E. T. A. Hoffmann, and others.

4 semester-hours credit

*Ingrid Winter*

M W F 1-2 p.m.

**[335b Nineteenth-Century Literature]**

A study of representative works by authors such as Heine, Büchner, Fontane, Nietzsche, Marx, and others.

4 semester-hours credit

**336b The Modern Novel**

The development of the traditional novel to new novel forms; the relationship of the novel to its social and political background.

Representative works by authors such as Mann, Kafka, Musil, Hesse, Grass.

4 semester-hours credit

*Gertraud Gutzmann*

T Th 1-2:30 p.m.

**[338b The Modern Drama]**

The development of the German drama from Expressionism to the present with attention to the historical context. Representative works by such authors as Wedekind, Kaiser, Barlach, Brecht, Weiss,

Dürrenmatt, Handke, and others.

4 semester-hours credit

**301, 301a, 301b Special Studies**

Arranged in consultation with the department. Admission for senior majors by permission of the department.

4 semester-hours credit

**351b Seminar in German Studies**

Topic for 1985-86: Thomas Mann's Short Fiction

4 semester-hours credit

*Hans Vaegt*

W 7:30-9:30 p.m.

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**C. Courses in English**
**227b Topics in German Literature**

Topic for 1985-86: The Question of Guilt in Post-1945 German Literature. This course will investigate the role of literary text in the process of recognizing, defining, and coming to terms with the questions of guilt

in post-war East and West Germany. Attention will be given to the problems inherent in aesthetic portrayals of evil. Authors treated will include: Brecht, Celan, Enzensberger, Frisch, Hochhut, Jaspers, Sachs, and Seghers.

4 semester-hours credit

*Robert Davis*

M W F 9:30-10:30 a.m.

**234b History of the German Language**

Development of standard literary German from its origins to the present. Position within Indo-European languages; relation to other Germanic languages; changes in sounds and grammatical forms; foreign influences on vocabulary; dialects. In English. Prerequisite: 130a or b or permission of the instructor.

4 semester-hours credit

*Margaret Zelljadt*

M W F 10:40-11:50 a.m.

**CLT 238b Romanticism****CLT 251a Studies in Short Fiction**

[CLT 271a Richard Wagner]

[HST 288b History and Literature of the Two Germanies: 1945 to the Present]

**The Major**

Adviser: Gertraud Gutzmann.

Adviser for Study Abroad: Margaret S. Zelljadt.

Requirements: based on 110D or 130a or b or the equivalent. Ten courses above the basis: 221a or b; 340a; 234b; 281b; 225a or b; [332a] or 333a; 334b or [335b]; 336b or [338b]; 351b; one from: 227b; [238b]; 251a; [271a], [288b], [361a].

## **The Minor**

**Adviser:** Gertraud Gutzmann.

Requirements: based on 110D or 130a or b.  
Six courses above the basis: 221a or b; 225a or b; 281b; [234b]; one from: [332a], 333a, 334b, [335b], 336b, [338b]; one from: 227b, [238b], 251a, [271a], [288a], 340a, [361a].

## **Honors**

**Director:** Hans R. Vaget.

**501, 501a Thesis**  
8 semester-hours credit

Requirements: the same as those for the major, with the addition of a one-semester thesis course (501a) or a year-long thesis course (501), as well as an oral examination in the general area of the thesis.



## Departmental Major and Minor in Government

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### Professors

Leo Weinstein, Ph.D.  
Charles Langner Robertson, Ph.D.  
Stanley Rothman, Ph.D.

\*\*Peter Niles Rowe, Ph.D.  
Philip Green, Ph.D.

\*\*Donald Leonard Robinson, M.Div., Ph.D.

†Susan C. Bourque, Ph.D.  
Steven Martin Goldstein, Ph.D., *Chair*  
Donna Robinson Divine, Ph.D.

### Adjunct Professor

Milton D. Morris, Ph.D.

### Associate Professors

Walter Morris-Hale, Ph.D.  
Martha A. Ackelsberg, Ph.D.  
Donald C. Baumer, Ph.D.

### Visiting Associate Professor

Jeffrey Sedgwick, Ph.D.

### Assistant Professors

Richard Sobel, Ed.D.  
Patrick Coby, Ph.D.

### Lecturer

<sup>2</sup>Sharon M. Watson, Ph.D.

### Visiting Lecturer

Ann Phillips, Ph.D.

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### Professor in International Relations (at Mount Holyoke College under the Five College Program)

W. Anthony K. Lake, Ph.D.

### Assistant Professor

(at Smith College under  
the Five College Program)

Dennis T. Yasutomo, Ph.D.

For students who plan to major or do honors work in the department, appropriate courses in statistics, economics, sociology, and history are recommended. See also the Honors Program.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

### 100 Introduction to Political Science

For freshmen and sophomores only.

*First semester:* a study of the leading ideas of the Western political tradition. Two lectures and one discussion.

8 semester-hours credit

*Leo Weinstein and Members of the Department*

Lec. T Th 11-11:50 a.m.; dis. M 1-2 p.m.,  
M 2:10-3 p.m., M 3:10-4 p.m., Th 1-1:50 p.m.,  
Th 2-2:50 p.m.

*Second semester:* first four weeks, lectures and discussion on the nature and development of modern political analysis. For the remainder of the course students choose among colloquia on various topics, focusing on the techniques used by political scientists to understand important issues. Colloquia will include such topics as: Gender and Power; Whatever Happened to Marxism?; Religion, Education, and Politics; Democracy and Foreign Policy; Why War?; Political Myths; The Politics of Poverty; The Politics of Class; How America Votes.  
4 semester-hours credit

*Donna Robinson Divine and Members of the Department*

First four weeks: Lec. T Th 11-11:50 a.m.; dis. M 1-2 p.m.; M 2:10-3 p.m.; M 3:10-4 p.m.; Th 1-1:50 p.m., 2-2:50 p.m.; following eight weeks all colloquia T Th 11-11:50 a.m.

### **SSC 190a, 190b Introduction to Statistics for Social Scientists**

See Interdepartmental and Extradepartmental Course Offerings.

## **American Government**

### **200b American Government**

A study of the major institutions of American government and their interaction in the determination of public policy.

4 semester-hours credit

*Donald Baumer*

M W F 9:20-10:30 a.m.

### **201a American Constitutional Development**

The origins and framing of the Constitution; contemporary interpretations; the study of Supreme Court decisions; documents and other writings dealing with the interpretation of the Constitution, with emphasis on changing ideas concerning federalism and separation of powers. Not open to freshmen.

4 semester-hours credit

*Leo Weinstein*

T Th 8-9:20 a.m.

### **202b American Constitutional Law**

Fundamental rights of citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to freshmen.

4 semester-hours credit

*Leo Weinstein*

T Th 8-9:20 a.m.

### **[203b American Political Parties]**

An examination of the contributions, past, present, and potential, of parties to political

representation, and to government institutions and policies.

4 semester-hours credit

### **204a Urban Politics**

Historical and contemporary perspectives on urban America. An examination of the process of urban development provides the context for study of specific problem areas, including poverty, education, and housing.

4 semester-hours credit

*Martha Ackelsberg*

T Th 9:30-10:50 a.m.

### **206a The American Presidency**

An analysis of the executive power in the Constitution, and of the changing character of the executive branch.

4 semester-hours credit

*Jeffrey Sedgwick*

T Th 1-2:50 p.m.

### **207a Politics of Public Policy**

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. This course is a substitute for PPL 220a for 1985-86.

4 semester-hours credit

*Donald Baumer*

M W F 1-2 p.m.

### **208a Elections in the Political Order**

The causes and consequences of electoral and nonelectoral politics. Voting and elections are viewed in the social context of democracy. Topics include political socialization, partisanship, minority politics, factors in the current elections, and related policy issues. Students analyze public polling data.

4 semester-hours credit

*Richard Sobel*

M W 10:40-11:50 a.m., F 10:40-11:50 a.m. optional

**208b Congress and the Legislative Process**

An analysis of the legislative process in the United States, focused on the contemporary role of Congress in the policy-making process. Students will specialize in a policy of their choice, using it to evaluate Congress as a policy-making institution.

4 semester-hours credit

*Donald Baumer*

T Th 9:30-10:50 a.m.

**209a Studies in Local Government**

Internship with the Mayor of Northampton involving both practical and theoretical work in local politics. Admission by permission of the director.

4 semester-hours credit

*Donald Baumer, Director*

T 3-4:50 p.m.

**[211b Sex and Politics]**

The impact of sex on power and influence in society. Not open to freshmen.

4 semester-hours credit

**230b The Politics of Advanced Industrial Society**

A discussion of the political issues facing advanced industrial societies and the conflicts produced by them. Among the political issues considered are relations with less developed countries and social planning, including problems of environmental control and the increasing scarcity of energy resources. In dealing with such issues the roles played by intellectuals, the media, and activist middle-class groups are analyzed. Emphasis on the United States, with comparisons to Western Europe, Japan, and the Soviet Union. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor.

4 semester-hours credit

*Stanley Rothman*

W F 10:40-11:50 a.m.

**[PPL 251a Energy: Science and Politics]****[PPL 252b Science, Technology, and Public Policy]****[274b Women's Experience in Nineteenth- and Twentieth-Century America]**

An interdisciplinary examination of major themes in women's experience in the United States. Combines the materials and approaches of history and political science to identify the major intellectual issues in women's changing roles and patterns of participation in American society. Prerequisite: one semester of American history.

4 semester-hours credit

**[PPL 303b Seminar in American Government and International Relations]****304b Seminar in American Government**

Topic for 1985-86: Law, Justice, and Politics. A study of the relationship between law and justice emphasizing an examination of the nature and justification of punishment, but also dealing with selected issues on the relation of law to social change. Topics include the death penalty, plea bargaining, juvenile justice, and the rights of defendants and prisoners; also issues of busing and affirmative action. Where relevant the American legal system will be compared to those of other countries.

4 semester-hours credit

*Stanley Rothman*

M 7:30-9:30 p.m.

**305a Seminar in American Government**

Topic for 1985-86: Science, Technology, and Public Policy. Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management. Prerequisites: 220a (formerly 200b), or a course in American Government, or permission of the instructor. To alternate with PPL 252b.

4 semester-hours credit

*Stanley Rothman*

Th 3-4:50 p.m.



**306a Seminar in American Government**

Topic for 1985-86: Public Opinion: Class and Politics. This seminar in the social context of public opinion focuses on the relationship of economic and social background and interests to values and opinions on issues of politics and democracy. Major concerns are the relationships between democracy and public opinion, social class and opinion, and the differences in opinion toward and effects of policy by class. Students learn to analyze public opinion survey data.

4 semester-hours credit

*Richard Sobel*

W 7:45-9:45 p.m.

**307b Seminar in American Government: Public Policy Analysis**

Topic for 1985-86: The Politics of Economic and Social Control. Examines the role of government in controlling economic and social behavior. Investigates competing models of when government should and should not intervene in various policy areas, and when involved, what role it should take. Examines issues in specific policy areas. Examples drawn from social welfare and anti-poverty, the public interest and interest groups, education and training, corporate and governmental deviance, privacy and civil liberties, criminal justice, economic participation and public policy. Students choose a policy area for analysis in light of theories and practices of governmental intervention.

4 semester-hours credit

*Richard Sobel*

W 7:30-9:30 p.m.

**308b Seminar in American Government**

Topic for 1985-86: Understanding the Inter-governmental System.

Recommended background: 200b or 203a

4 semester-hours credit

*Sharon Watson*

To be arranged

**310b Seminar in Urban Politics**

Topic for 1985-86: The Politics of Urban Social Movements.

4 semester-hours credit

*Martha Ackelsberg*

T 3-4:50 p.m.

**311a Seminar in American Government**

Policy-making in the national government. Open only to members of the Semester in Washington Program. Given in Washington, D.C.

4 semester-hours credit

*Milton Morris*

**312a Semester in Washington Research Project**

Open only to members of the Semester in Washington Program.

8 semester-hours credit

*Donald Robinson*

**Comparative Government****221b European Government**

A comparative analysis of the dynamics of political decision making in England, France, and Germany.

4 semester-hours credit

*Ann Phillips*

M W 9:20-10:30 a.m.

**222a Government and Politics of the Soviet Union**

An examination of the processes of revolutionary and post-revolutionary change in Soviet society; comparison of the Leninist, Stalinist, and post-Stalinist political systems.

4 semester-hours credit

*Ann Phillips*

M W 9:20-10:30 a.m.

**223b Governments and Politics of the Middle East and North Africa**

The traditional Islamic political system. The transformation of that system into a modern nation-state system under the impact of Westernization, nationalist ideology, and other social and economic forces. The structures and functions of present governments in the area. Internal tensions and



conflicts within and the international relations of the region.

4 semester-hours credit

*Donna Robinson Divine*

T Th 9:30-10:50 a.m.

#### **224b Latin American Political Systems**

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy, and regime continuity. A wide range of countries and political issues covered; however, students will have the opportunity to specialize in the country of most interest to them.

4 semester-hours credit

*To be announced.*

To be arranged.

#### **225a Government and Politics of Sub-Saharan Africa**

An introductory survey of political, economic, and social factors. Traditional African government, colonial administration and influence, and the impact of modernization. The nationalist movements and political development since independence, with emphasis on Tanzania, Kenya, and countries chosen by the students for their research projects.

4 semester-hours credit

*Walter Morris-Hale*

M W 10:40-11:50 a.m.

#### **226b Government and Politics of Japan**

See Five College Course Offerings by Five College Faculty.

#### **227a Government and Politics of Israel**

An historical analysis of the establishment of the state of Israel and the formation of its economy, society, and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language.

No prerequisites or enrollment limitations.

4 semester-hours credit

*Donna Robinson Divine*

T Th 9:30-10:50 a.m.

#### **228b Government and Politics of China**

Brief treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power.

4 semester-hours credit

*Steven Goldstein*

T Th 9:30-10:50 a.m.

#### **229b Government and Plural Societies**

A study of political problems resulting from the existence of ethnic, religious, and linguistic minorities in modern states. Political and constitutional status, protection, and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria, and Switzerland, and countries chosen by the students for their research projects.

4 semester-hours credit

*Walter Morris-Hale*

M W 10:40-11:50 a.m.

#### **230a Politics and Society**

A comparison of the development and functioning of political institutions in Western Europe, the United States, the Soviet Union, Japan, and selected Asian and/or Latin American Third-World nations. Emphasis upon the interrelationship between politics and the broader socioeconomic and cultural environment. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor.

4 semester-hours credit

*Stanley Rothman*

W F 10:40-11:50 a.m.

#### **[231a Problems in Political Development]**

A study of the process of political development through a focus on ways in which political change affects women and in which women affect political change, with emphasis on Latin America and the Middle East.

4 semester-hours credit

**[320a Seminar in Comparative Government]**

Power and politics in Africa. Who rules Africa? Has political independence been accompanied by economic independence?

To be offered in 1986-87.

4 semester-hours credit

*Walter Morris-Hale*

**[321a Seminar in Comparative Government]**

Middle East Societies.

4 semester-hours credit

**[322a Seminar in Comparative Government]**

Comparative Industrial Policy. The politics of public sector/private sector relations are examined, stressing the relation of industrial policy in shaping these relations and economic change. Experiences of Brazil, Japan, France, and the United States are examined in comparative and historical perspective.

4 semester-hours credit

**[324a Seminar in Comparative Government]**

4 semester-hours credit

**325b Seminar in Comparative Government: Communist Political Systems**

Selected topics in domestic politics of communist nations.

4 semester-hours credit

*Ann Phillips*

T 3-4:50 p.m.

**333b Seminar: The Politics of Capitalism**

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism, and social democratic and democratic socialist alternatives to capitalism.

4 semester-hours credit

*Philip Green*

W 7:30-9:30 p.m.

**International Relations**

240a is suggested preparation for all other courses in this field.

**240a International Politics**

The context, practices, and problems of international politics; the nature of independence in an interdependent world.

4 semester-hours credit

*Charles Robertson*

T Th 9:30-10:50 a.m.

**[241a The Politics of International Economic Relations]**

The growth of the Western-dominated state system and its spread to the rest of the world; the tension between the sovereign independent state and economic interdependence; the development of international economic organizations; their successes and failures; Western, East-West, and North-South trading, investment, and monetary relations.

4 semester-hours credit

**[242b International Law]**

The function of law in the international community, with special reference to its relationship to politics and social change.

4 semester-hours credit

**243a Foreign Policy of the United States since 1898**

The growth of principles and practices of diplomacy from the emergence of the United States as a great power to the present.

4 semester-hours credit

*Peter Rowe*

M W F 2:10-3 p.m.

**244b Foreign Policy of the United States**

Concepts for analysis of internal and external factors in the making of foreign policy decisions and control over the instruments of policy. Evaluation of the role of the United States in the international political system, with attention to recent literature on the period of the Cold War.

4 semester-hours credit

*Charles Robertson*

T Th 9:30-10:50 a.m.

**[246a Diplomacy]**

Historical and analytical treatments of European statecraft; of twentieth-century concepts such as deterrence and coercive diplomacy; and of major-minor power diplomacy. An examination of theoretical approaches to bargaining and negotiation.  
4 semester-hours credit

**248a The Vietnam War**

See Five College Course Offerings by Five College Faculty.

*Anthony Lake*

**340a Seminar in International Law**

4 semester-hours credit

*Peter Rowe*

T 3-4:50 p.m.

**341b Seminar in International Politics**

Arms Control and Disarmament. An examination of the history, theory, practice, and possibilities of various forms of arms limitations as one approach to peace.

4 semester-hours credit

*Charles Robertson*

Th 3-4:50 p.m.

**[342b Seminar in Comparative and International Politics]**

4 semester-hours credit

**343b Seminar on Foreign Policy of the Chinese People's Republic**

The development and formulation of China's foreign policy, its ideological basis, and the instruments of its implementation.

4 semester-hours credit

*Steven Goldstein*

M 7:30-9:30 p.m.

**344b Seminar in International Politics**

Topic for 1985-86: South Africa in World Politics. The impact of South African policies on African states and on the

world community. By permission of the instructor.

4 semester-hours credit

*Walter Morris-Hale*

T 3-4:50 p.m.

**345b Seminar in International Politics**

4 semester-hours credit

*To be announced*

To be arranged

**346a Seminar in International Politics**

U.S. national security policy and strategic analysis. A review of twentieth-century American military strategic doctrines and of actual practice in the deployment and use of military forces, within the overall context of the American role in world politics.

4 semester-hours credit

*Charles Robertson*

Th 3-4:50 p.m.

**347a Seminar on Soviet Foreign Policy**

Continuity and change in Soviet foreign policy since 1917, with emphasis on the post-Stalin period.

4 semester-hours credit

*Ann Phillips*

T 3-4:50 p.m.

**348a Seminar in Comparative Government and International Relations**

The Arab-Israeli dispute. An analysis of the causes of the dispute. An examination of the history of Arab-Israeli confrontations and their ramifications for the rest of the world.

4 semester-hours credit

*Donna Robinson Divine*

T 1-2:50 p.m.

**349b Seminar in Comparative Government and International Relations: Foreign Policy of Japan**

See Five College Course Offerings by Five College Faculty.

*Dennis Yasutomo*



## Political Theory

### 260a Ancient and Medieval Political Theory

Greek, Roman, Judaic-Christian, and barbarian foundations of the Western political tradition. The approach to the material is both historical and analytical.

4 semester-hours credit

*Patrick Coby*

T Th 9:30-10:50 a.m.

### 260b History of European Political Theory, 1500-1800

An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism, and the question of man's capacity to create and control political systems.

4 semester-hours credit

*Patrick Coby*

T Th 9:30-10:50 a.m.

### 261a Political Theory of the Nineteenth and Twentieth Centuries

A study of the major liberal and non-liberal political theories of the nineteenth and early twentieth centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber, Rosa Luxemburg, and Hannah Arendt. Not open to freshmen.

4 semester-hours credit

*Philip Green*

T 1-2:30 p.m., Th 1-1:50 p.m. Discussion hour at the option of the student, Th 2-2:50 p.m.

### 261b Problems in Democratic Thought

What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, representation, participation, majority rule vs. minority rights, and leadership. Selected readings from classical and con-

temporary political thought. Not open to freshmen.

4 semester-hours credit

*Philip Green*

T 1-2:30 p.m., Th 1-1:50 p.m. Discussion hour at the option of the student, Th 2-2:50 p.m.

### [262b American Political Thought, 1607 to 1900]

The evolution of the principles and practice of liberal democracy. American ideas concerning politics and government from the colonial period to the end of the nineteenth century.

4 semester-hours credit

### 262b Human Nature and Politics

An examination of theories of human nature, including psychoanalysis, behaviorism, and sociobiology in terms of the implications of such theories for the central issues of political philosophy. Discussion of selected topics where these theories bear directly on political issues such as sex roles and politics, political violence, and the sources and consequences of contemporary changes in American lifestyles.

4 semester-hours credit

*Stanley Rothman*

W F 9:20-10:30 a.m.

### 264 Selected Topics in Political Theory

An intensive study of selected theorists and themes in political theory. Open to government honors students and majors, and to other qualified students by permission of the instructor.

8 semester-hours credit

*Leo Weinstein*

T 1-2:50 p.m., Th 1-1:50 p.m.

### [265b Decentralism (E)]

4 semester-hours credit

### [361a Seminar in American Political Thought]

4 semester-hours credit



**362b Seminar in Political Theory**

Topic for 1985-86: Politics, Poetry, and Philosophy. This course will deal with what Plato calls "the ancient quarrel between poetry and philosophy." Plato's challenge to Homer and to the claims of poetic or tragic wisdom is reciprocated by poets who distrust rationalism and its promises of political well-being. Included will be works by Plato, Aristophanes, Aristotle, Sidney, Shakespeare, Rousseau, and Nietzsche.

4 semester-hours credit

*Patrick Coby*

W 7:30-9:30 p.m.

**[363a Seminar in Political Theory:  
Theories of Capitalist Political Economy]**

Intensive reading in classical theories of capitalist political economy: Rousseau's *Discourse on Political Economy*, Smith's *Wealth of Nations*, Marx's *Capital*, and Mill's *Principles of Political Economy*. The seminar will conclude with readings from contemporary feminist discussions of capitalism. Prerequisites: GOV 100 or equivalent; ECO 150 or 153 or the equivalent. To be offered in 1986-87.

4 semester-hours credit

*Philip Green*

**381, 381a, 381b Special Studies**

Admission for majors by permission of the department.

4 semester-hours credit

**The Major**

**Advisers:** Martha Ackelsberg, Donald Baumer, Donna Robinson Divine, Steven Goldstein, Philip Green, Walter Morris-Hale, Charles Robertson, Donald Robinson (first semester), Stanley Rothman, Peter Rowe (first semester), Richard Sobel, Leo Weinstein, Dennis Yasutomo.

**Adviser for Study Abroad:** Charles Robertson.

**Pre-law Adviser:** Leo Weinstein.

**Graduate School Adviser:** Philip Green.

**Director of the Jean Picker Washington Intern Programs:** Donald Robinson.

**Basis:** 100 or, in exceptional circumstances, an equivalent course or courses approved by the chair.

**Requirements:** 10 semester courses, including the following:

- (1) 100;
- (2) one course in each of the following fields: American Government, Comparative Government, International Relations, and Political Theory;
- (3) two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
- (4) two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

**The Minor**

**Advisers:** same as those listed for the majors.

Based on 100, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

**Honors**

**Director:** Walter Morris-Hale.

Students eligible for the honors program may enter as juniors. Resident seniors as well as those returning from a junior year at other institutions and the Junior Year in Geneva may also apply before the end of the first week of classes in September.

**Basis:** 100 and at least one other course in government or, in exceptional circumstances, an equivalent number of courses approved by the chair.

**501a Thesis**

8 semester-hours credit

**Requirements:**

1. Eight semester courses, including:
  - (a) two courses in political theory or 264 (Selected Topics in Political Theory) or two courses in political theory; and
  - (b) a senior thesis (501a) to count for 8 semester-hours credit in the first semester of the senior year and to be submitted on the first day of the second semester.
2. An oral examination based on the thesis and the field in which it was written, to be taken in the second semester of the senior year. A candidate will select three courses, which constitute a broad subject matter area within which the senior thesis topic falls and upon which the oral examination will be based. The choice of these courses should be made with a view to demonstrating the student's ability to relate her thesis topic to the wider concerns of political science or social science generally. These three courses need not be in a single field of government as described in the *Catalogue*.

**Picker Washington Program**

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors, and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from June, preceding the semester, through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200b, 201a, 202b, 203a, 206a, 207a, and 208b. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four hours' credit on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 12 semester-hours of academic credit are granted: four hours for a seminar in policymaking (311a); and eight hours for an independent research project (312a), normally culminating in a long paper, due in Northampton no later than January 10 immediately following the semester in Washington.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the students, assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the Picker Program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington.

## Departmental Major and Minor in History

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### Professors

Mary Maples Dunn, Ph.D.

\*\*Klemens von Klemperer, Ph.D.

Louis Cohn-Haft, Ph.D.

\*Nelly Schargo Hoyt, Ph.D.

\*\*Stanley Maurice Elkins, Ph.D.

Robert Mitchell Haddad, Ph.D.<sup>1</sup> (History and Religion & Biblical Literature)

Joan Afferica, Ph.D., *Chair*

R. Jackson Wilson, Ph.D.

Lester K. Little, Ph.D.

\*\*Howard Allen Nenner, LL.B., Ph.D.

Joachim W. Stieber, Ph.D.

### William Allan Neilson Professor

<sup>1</sup>Robert Brentano, D.Phil.

### Visiting Professors

<sup>2</sup>Ronald Robinson, Ph.D.

<sup>2</sup>Roland Sarti, Ph.D.

<sup>1</sup>Rupert Wilkinson, Ph.D.

### Visiting Professor in the History of Science and Medicine

<sup>1</sup>Alistair Crombie, Ph.D.

### Associate Professor

Neal E. Salisbury, Ph.D.

### Visiting Associate Professor

Thomas Childers, Ph.D.

### Assistant Professors

Daniel K. Gardner, Ph.D.<sup>1</sup>

\*Maurice Isserman, Ph.D.

David W. Walker, Ph.D.

### Lecturers

<sup>1</sup>Mary-Elizabeth Murdock, Ph.D.

<sup>2</sup>Susan Grigg, Ph.D.

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### Assistant Professor of Latin American History (at Mount Holyoke College under the Five College Program)

Sandra L. Graham, Ph.D.

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### Visiting Scholar

Catherine M. Prelinger, Ph.D.

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Students who are considering a major or advanced work in history are encouraged to enroll in HST 100a or 101a or 103b or 113a, and 100b or 102b or 113b. Those planning to honor in history should consult the special regulations. A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

## Introductory Courses

### 100a Ideas and Institutions in European History, 300-1600

The rise of a distinctive Latin Christian society in Western Europe; the emergence of new cultural ideals in Renaissance Italy; religion and politics in the Age of the Reformation; comparisons with Islamic and Chinese cultures. Normally for freshmen and sophomores; others may be admitted by permission of the Director.

4 semester-hours credit

*Lester Little, Director*

Lec. M 2:10-3 p.m.; dis. M 7:30-9:30 p.m.,

T 1:25 p.m., W 2:10-4 p.m. or W 7:30-9:30 p.m.



**100b The Transformation of the European World, 1600-1950: State and Society in Modern European History**

An analysis of the major political, social, economic, and intellectual currents which, after the disintegration of a unitary Christian society, combined to forge a new European order. Normally for freshmen and sophomores; others may be admitted by permission of the Director.

4 semester-hours credit

*Thomas Childers, Director*

Lec. M W 2:10-3 p.m.; dis. W 7:30-9:30 p.m.,  
Th 1-2:50 p.m., Th 3:10-4:50 p.m.

**101a Ideas and Institutions in Ancient Greece and Rome, 500 B.C.-A.D. 325**

The cultural bases of Western Civilization from the invention of democracy in Athens to the christianizing of the Roman Empire.

4 semester-hours credit

*Louis Cohn-Haft, Director*

Lec. M W 8-9:10 a.m.; dis. F 8-9:10 a.m. or F  
10:40-11:50 a.m.

**102b Varieties of Historical Perspective**

Proseminars on topics in and approaches to history. Registration limited; preference given to freshmen and sophomores. Each proseminar is suitable for students without prior training in history.

4 semester-hours credit

*Joachim Stieber, Director*

**A. The Etruscans in 1985**

*Louis Cohn-Haft*

T 3-4:50 p.m.

**B. Women in Colonial America**

*Mary Maples Dunn*

Th 3-4:50 p.m.

**C. The Middle Ages and the Renaissance in European Thought, 1770-1870**

The images of the Middle Ages and of the Renaissance in England, Germany, and France as reflected in literature, politics, historiography, and the fine arts between c. 1770 and c. 1870. Novels by Sir Walter Scott, works by German and French

Romantic writers on politics and history as well as the Gothic Revival in architecture studied as interrelated cultural phenomena, followed by an examination of the Romantic image of the Renaissance as an age of heroic individualism. The outlook and aims of the builders of Gothic Revival architecture in the United States in the late nineteenth and early twentieth centuries.

*Joachim Stieber*

Th 1-2:50 p.m.

**[103b A Tripartite Medieval World]**

An examination of the interaction of Latin Christian, Greek Christian, and Islamic society from the christianization of the Roman Empire in the fourth century to the fall of Constantinople in 1453. To be offered in 1986-87.

4 semester-hours credit

*Robert Haddad, Director*

**113a An Introduction to the History of the United States, 1492-1876**

A survey with particular emphasis on the development of market capitalism and its consequences for politics, social life, and culture. Normally for freshmen and sophomores; others may be admitted by permission of the Director.

4 semester-hours credit

*R. Jackson Wilson, Director*

Lec. M W 1-1:50 p.m.; dis. M W 2:10-3 p.m.,  
M W 3:10-4 p.m. or T 3-4:50 p.m.

**113b An Introduction to the History of the United States, 1876-1985**

A survey with particular emphasis on the development of industrial capitalism and its consequences for politics, social life, and culture. Normally for freshmen and sophomores; others may be admitted by permission of the Director.

4 semester-hours credit

*Maurice Isserman, Director*

Lec. M W 1-1:50 p.m.; dis. M W 2:10-3 p.m.,  
T 1-2:50 p.m., T 3-4:50 p.m., F 2:10-4 p.m.



## Lectures and Colloquia

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated.

### Antiquity

#### [201b (L) The Ancient Near East]

Introduction to the history and rediscovery of the earliest civilizations of the Near East, from the Sumerians and the Old Kingdom in Egypt to the Persian Empire. Alternates with 102b.

4 semester-hours credit

*Louis Cohn-Haft*

#### [202a (L) The Great Age of Greece, 500-336 B.C.]

Alternates with 204a.

4 semester-hours credit

*Louis Cohn-Haft*

#### [203b (C) The Culture of Hellenistic Greece, 336-30 B.C.]

Alternates with 205b.

4 semester-hours credit

*Louis Cohn-Haft*

#### 204a (C) The Roman Republic

Alternates with 202a.

4 semester-hours credit

*Louis Cohn-Haft*

T 3-4:50 p.m.

#### 205b (C) The Roman Empire

Alternates with 203b.

4 semester-hours credit

*Louis Cohn-Haft*

T Th 8-9:20 a.m.

### Islamic Middle East

#### 207a (L) Islamic Civilization to the Fifteenth Century

The emergence, development, and decline

of classical Islamic civilization; the reorganization of Mediterranean and Middle Eastern society after the disintegration of the Roman and Iranian Empires.

4 semester-hours credit

*Robert Haddad*

M W F 9:20-10:30 a.m.

#### 208b (L) Islamic Civilization since the Fifteenth Century

The Ottoman and Safavid Empires and their modern successor states; the transformation of traditional institutions under the impact of the West.

4 semester-hours credit

*Robert Haddad*

M W F 9:20-10:30 a.m.

### East Asia

#### 211a (L) The Emergence of China

A survey of Chinese society and civilization from c. 1000 B.C. to A.D. 900. Attention given to political, social, intellectual, and artistic developments. Open to freshmen.

4 semester-hours credit

*Daniel Gardner*

M W F 10:40-11:30 a.m.

#### 212b (L) East Asia in Transformation, A.D. 900 to 1850

A survey of Chinese society and civilization from A.D. 900-1850. Attention given to political, social, intellectual, and artistic developments. Open to freshmen.

4 semester-hours credit

*Daniel Gardner*

T Th 9:30-10:50 a.m.

#### 213a (C) Aspects of Chinese and Japanese History

Topic for 1985-86: The Intellectual Foundations of China. Readings from the major schools of Chinese thought.

4 semester-hours credit

*Daniel Gardner*

Th 1-2:50 p.m.

**[214b (C) Aspects of Chinese History]**

4 semester-hours credit

*Daniel Gardner***218b (C) Thought and Art in the Sung Dynasty**

Discussion and occasional lectures on the key figures and philosophical, cultural, and artistic movements in Sung Dynasty China (960-1279 A.D.). Prerequisite: one course in Chinese history or art. Enrollment limited to 20. (E)

4 semester-hours credit

*Daniel Gardner (History)**Marilyn Rbie (Art and East Asian Studies)*

T 1-2:50 p.m.

**Europe****[219a (L) Latin Christian Society, 300-1100]**

The formation of Latin Christendom out of its Roman, Germanic, and Christian elements. To be offered in 1986-87.

4 semester-hours credit

*Lester Little***[220b (L) Latin Christian Society, 1000-1300]**

The formation of the basic structures of pre-industrial Europe: cities, markets, roads, buildings, universities, monarchies, "estates," parliaments, and the various forms of religious life. To be offered in 1986-87.

4 semester-hours credit

*Lester Little***221b (L) Social History of European Monasticism**

From the Benedictines to the Jesuits: recruitment, patronage, governance, livelihood, and reciprocal ties with society. Comparison with other monastic movements and modern communal alternatives to traditional family structures.

4 semester-hours credit

*Lester Little*

T Th 8-9:20 a.m.

**222a (L) Early English History**

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom.

4 semester-hours credit

*Lester Little, Robert Brentano*

M W F 8:20-9:10 a.m.

**223a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy**

Society, culture, and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance, and the early voyages of discovery. Open to freshmen by permission of the instructor only.

4 semester-hours credit

*Joachim Stieber*

T Th 8:10-9:20 a.m.

**224b (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times**

Latin Christian society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to freshmen by permission of the instructor only.

4 semester-hours credit

*Joachim Stieber*

M W F 8:20-9:10 a.m.

**JUD 226a (L) Jews and European Civilization from Roman Times to the Expulsion from Spain (c. 30-1492)****JUD 226b (L) Jewish Civilization from the Sephardic Diaspora (c. 1492) to the Holocaust****227a (L) England under the Tudors and the Stuarts**

Political, social, and intellectual history of England in the sixteenth and seventeenth centuries.

4 semester-hours credit

*Howard Nenner*

T Th 9:30-10:50 a.m.

**[228b (L) England from Revolution through Industrialization]**

Political, social, and intellectual history of Britain from 1689 to 1850.

4 semester-hours credit

*Howard Nenner*

**[229a (C) Themes in English History since 1485]**

4 semester-hours credit

*Howard Nenner*

**[232b (C) Problems in the French Revolution]**

An analysis of the political, social, and cultural conflicts in France, 1789-99; attempts at restoring stability; and the varieties of interpretation in explaining these events.

4 semester-hours credit

**[233a (L) France since Napoleon]**

The political, social, and cultural evolution of modern France: 1815 to the present.

4 semester-hours credit

**239a (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars**

The political, social, and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state.

4 semester-hours credit

*Joan Afferica*

T Th 1-2:50 p.m.

**240b (L) Tradition and Change in Russian and Soviet History, 1801-1982**

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; prospects for change in the relationship between society and state in Soviet Russia.

4 semester-hours credit

*Joan Afferica*

T Th 1-2:50 p.m.

**245b (L) The Age of Monarchy and Revolution, 1618-1815**

A comparative analysis of political, social, and economic problems of continental Europe from the beginning of the Thirty Years' War to the French Revolution. Open to freshmen by permission of the instructor only.

4 semester-hours credit

*Nelly Hoyt*

M W F 8-9:10 a.m.

**[246a (L) The Search for Happiness]**

The intellectual history of Europe in the Age of Enlightenment. To be offered in 1986-87.

4 semester-hours credit

*Nelly Hoyt*

**249b (C) Topics in Modern Italian History**

Topics will include the Risorgimento, relations between church and state, fascism, Communism in Italian culture. To be offered once only. (E)

4 semester-hours credit

*Roland Sarti*

M 2:10-4 p.m.

**250a (L) Europe in the Nineteenth Century**

The problem of secularization and the rise of ideologies; the triumph and failure of middle-class culture and politics and the challenge of the new mass movements; the maturing of the nation-state, the working of the concert of Europe and its breakdown in the early twentieth century.

4 semester-hours credit

*Klemens von Klemperer*

T Th 9:30-10:50 a.m.

**251a (L) Society and Culture in Germany, 1870-1933**

4 semester-hours credit

*Thomas Childers*

T Th 1-2:50 p.m.



**258b (L) European Imperialism in Theory and Practice: Europe and the Wider World, 1800-1980.**

Rise and fall of colonial and informal empires; empire-building and its effects on national organization; critique of classical theories of imperialism and alternative explanations along "Excentric" lines.

4 semester-hours credit

*Ronald Robinson*

T Th 9:30-10:50 a.m.

**259b (C) Nationalism and the End of Empire in India and Africa, 1940-1980**

Transfer or loss of colonial power to national movements studied in light of different combinations of international, metropolitan, and local factors. Discussion of ensuing problems of national unity development, neo-colonialism, and foreign intervention. By permission of the instructor. Students accepted for colloquium cannot register for HST 258b.

4 semester-hours credit

*Ronald Robinson*

W 2:10-4 p.m.

**Latin America****260a (L) Colonial Latin America, 1492-1821**

A survey of Latin American social and economic history from the Spanish and Portuguese expeditions of discovery and conquest in the sixteenth century until the coming of the Wars of Independence early in the nineteenth century. Particular emphasis is given to the institutional framework of Ibero-American colonialism. Open to freshmen.

4 semester-hours credit

*David Walker*

M W F 1-2 p.m.

**261b (L) National Latin America, 1821 to the Present**

A topical survey of Latin American history from the creation of a new community of independent nations early in the nineteenth century until the struggles of

national liberation in the 1980s. Particular emphasis is given to modernization and its consequences for Latin American societies. Open to freshmen.

4 semester-hours credit

*David Walker*

M W F 10:40-11:30 a.m.

**262a (L) Modern Mexico**

The history of Mexico as an independent nation. Particular attention is given to an analysis of recurring problems in Mexican political and economic development.

4 semester-hours credit

*David Walker*

M W F 9:10-10:30 a.m.

**263a (C) Change and Continuity in Brazilian Society**

See Five College Course Offerings by Five College Faculty.

*Sandra Graham*

**ANT 264b State Power and Rural Life in Meso-American Civilization****United States****266a (L) The Colonial Experience in North America**

Social, political, and cultural developments in eastern North America (with emphasis on the British colonies) from the earliest Indian-European contacts to the outbreak of the American Revolution.

4 semester-hours credit

*Neal Salisbury*

T Th 9:30-10:50 a.m.

**267b (L) American Indians and American Society: A Historical Survey**

An introduction to the economic, political, and cultural history of Native Americans and their relations with non-Indians, from pre-Columbian times to the present.

4 semester-hours credit

*Neal Salisbury*

T Th 9:30-10:50 a.m.



**[268b (L) America as a New Nation: The Federalists and Republicans, 1789-1820]**

Ideological and political developments during the age of Washington and Jefferson. Principal themes: the emergence and definition of an ideology of party and faction, the conflict between agrarian and entrepreneurial views of the world, and the unsettling impact of the French Revolution and its consequences in Europe. To be offered in 1986-87.

4 semester-hours credit

*Stanley Elkins*

**[271a (L) The Age of Reform, 1892-1940]**

Focus on the impact of reform movements on American politics and society. Populism, Progressivism, the New Deal, industrial unionism, and the struggle for black rights.

4 semester-hours credit

*Maurice Isserman*

**[272b (L) United States Social History, 1815-1940]**

Social, economic, and cultural transformations during the age of industrialization.

Focal topics: class, race, and ethnicity; sex roles and the family; religion, reform, and popular culture.

4 semester-hours credit

**[273b (L) Contemporary America, World War II to the Present]**

Topics include America's rise to global power, the Cold War, McCarthyism, the political upheaval of the 1960s, and the politics of scarcity.

4 semester-hours credit

*Maurice Isserman*

**275a (L) Intellectual History of the United States, 1620-1860**

4 semester-hours credit

*R. Jackson Wilson*

M W 10:40-11:50 a.m.

**276b (L) Intellectual History of the United States, 1860 to the Present**

4 semester-hours credit

*R. Jackson Wilson*

M W 10:40-11:50 a.m.

**[278a (L) Transformation of Work in Nineteenth- and Twentieth-Century America]**

The cultural and social impact of industrialization as experienced by American workers, both in the workplace and the family. The rise of the factory system, "scientific management," and the struggle for workers' control on the shop floor. Particular attention to the way new techniques of production and management transformed "women's work" in the workplace and the home. (E)

4 semester-hours credit

*Maurice Isserman*

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**Methodological, Comparative, Cross-Listed, and Interdepartmental Courses**

Note: all courses in History of Science may be taken for History credit.

**[AAS 217a History of the Afro-American Woman and the Feminist Movement, 1830 to the Present]**

**[CLS 230b The Historical Imagination]**

**[AAS 270a The History of the South since the Civil War]**

**[AAS 277b The Jazz Age]**

**[280a (C) Problems of Historical Inquiry]**

Introduction to methods of research, analysis, and writing.

4 semester-hours credit

**[282a (C) History, Historians, and Meaning in History]**

Special topics in the writing and interpretation of history. To be offered in 1986-87.

4 semester-hours credit

*Nelly Hoyt*

**[ECO 283a (L) American Economic History: Colonial Times to 1870]****ECO 285b (L) American Economic History: 1870-1950**

(For History majors, prerequisite Economics 153a or b only).

**AAS 286b History of Afro-American People****288b (L) History and Literature of the Two Germanies: 1945 to Present**

De-nazification and "re-education"; comparative politics and institutions in the German Democratic Republic (GDR) and the Federal Republic of Germany (FRG); comparative literary trends; confrontation with the German legacy vs. Socialist Realism and the view of the future; popular culture in the East and West: drama, film, the press.

4 semester-hours credit

*Gertraud Gutzmann* (German)

To be arranged

**291a (C) Topics in Comparative History**

Topic for 1985-86: America and Britain from World War I to the 1980s. Themes: the political systems compared; the experience of war and depression; rhythms of reform and social policy; capitalism and labor; women in the work force; race relations; social attitudes and economic performance. Prerequisite: a course in American or British history, or in twentieth-century economics or government.

4 semester-hours credit

*Rupert Wilkinson*

M W F 9:20-10:30 a.m.

**292a (C) Modern European Studies in History**

Topic for 1985-86: The Legacy of the Great War: the experience and the memory; politics, society, and the imagination. (Integrating course for majors in Modern European Studies in History).

4 semester-hours credit

*Klemens von Klemperer*

M 7:30-9:30 p.m.

**[292b (C) Topics in Comparative History]**

4 semester-hours credit

**[294b (L) Poetry and Politics in England, 1660-1714]**

Reading in the political history and literature of Restoration England from the accession of Charles II to the death of Queen Anne. Open to freshmen by permission of the instructors. To be offered in 1987-88.

4 semester-hours credit

*Howard Nenner, Frank Ellis*

**AMS 302b Seminar: The Material Culture of New England, 1670-1840****IDP 326b Seminar: Patronage of the Arts in Renaissance and Early Modern Europe**

See Interdepartmental and Extradepartmental Course Offerings.

**EDC 381a The Teaching of History and the Social Studies****IDP 395b The Experience of Exile**

See Interdepartmental and Extradepartmental Course Offerings.

**Seminars****301a, 301b Special Studies**

By permission of the department, for qualified upperclassmen.

4 semester-hours credit

**307a Problems in the History of the Islamic Middle East**

Topic for 1985-86: The Unity of Religious and Political Authority in Islam: Fact or Fiction?

4 semester-hours credit

*Robert Haddad*

M 7:30-9:30 p.m.

**[317b Topics in Chinese History]**

To be offered in 1986-87.

4 semester-hours credit

*Daniel Gardner*

**320b Early European History to 1300**

Topic for 1985-86: Curses, Maledictions, Anathemas, and Excommunication. Textual study of specific formulas of damnation and exclusion, followed by analysis of their literary background, their ideological justification, their historical contexts, and their cultural and psychological functions.

4 semester-hours credit

*Lester Little*

T 3-4:50 p.m.

**[324b Topics in European History, 1300-1660]**

4 semester-hours credit

*Joachim Stieber*

**327a Topics in British History**

Topic for 1985-86: Royal Reputations of the Tudor-Stuart Age. An examination of the view of English monarchs held by contemporaries and the revision of those views over time. Among the monarchs to be considered are Richard III, Henry VIII, Elizabeth I, and Charles I.

4 semester-hours credit

*Howard Nenner*

Th 1-2:50 p.m.

**333a Styles of Scientific Thinking in the European Tradition**

Styles of thinking developed in the mathematical, natural, and medical sciences during six critical periods from antiquity to the nineteenth century. These are studied within their cultural context, especially in relation to philosophy, the visual and musi-

cal arts, economics, and conceptions of history.

4 semester-hours credit

*Alistair Crombie*

W 2:10-4 p.m.

**339b Topics in Russian History**

Topic for 1985-86: The Uses of Ivan the Terrible in Russian and Soviet Thought and Politics. Prerequisite: 239a or 240b or the equivalent.

4 semester-hours credit

*Joan Afferica*

Th 3-4:50 p.m.

**[346b Problems in Eighteenth-Century Intellectual History]**

Topic for 1986-87: Science and Magic in an Age of Enlightenment.

4 semester-hours credit

*Nelly Hoyt*

**350a Modern Europe**

Topic for 1985-86: Issues in Modern European Historiography, 1750-1950.

4 semester-hours credit

*Thomas Childers*

W 7:30-9:30 p.m.

**[355b Topics in European Social History]**

4 semester-hours credit

**361a Problems in the History of Spanish America and Brazil**

Topic for 1985-86: Deviants, Rebels, and Reactionaries: The History of Protest in Latin America.

4 semester-hours credit

*David Walker*

W 7:30-9:30 p.m.

**365a Topics in Colonial American History**

Topic for 1985-86: Indian Nations and European Empires in North America, 1500-1800. Native Americans and their relations with English, French, Spanish, and Dutch colonizers. Particular attention to economic and political relationships, cultural adaptations, demographic and ecological effects of colo-



nization, the interpretation of ethnohistorical evidence.

4 semester-hours credit

*Neal Salisbury*

T 3-4:50 p.m.

**[366a The American Revolution, 1763-1783]**

To be offered in 1986-87.

4 semester-hours credit

*Stanley Elkins*

**367b Problems in American History**

Topic for 1985-86: Autobiography, Biography, and Oral History in Twentieth-Century American History.

4 semester-hours credit

*Maurice Isserman*

W 7:30-9:30 p.m.

**372a Problems in United States Social History**

Topic for 1985-86: Exploring Local History: The Reform Impulse in Northampton, 1845-1915. Analysis, interpretation, and evaluation of selected public documents, manuscripts, monographs, newspapers of record such as the recently rediscovered, rare *Hampshire Herald* (1845-48), cartographic and iconographical resources. Major areas of investigation will include anti-slavery, abstinence/temperance, and the status and roles of women. To be offered once only. (E)

4 semester-hours credit

*Mary-Elizabeth Murdock*

T 1-2:50 p.m.

**[375a Problems in United States Intellectual History]**

4 semester-hours credit

*R. Jackson Wilson*

**383b Research in Women's History: The Sophia Smith Collection**

Topic for 1985-86: The Birth Control Movement in America. Individual research in the Sophia Smith Collection, the College Archives, and other locally available primary source material.

4 semester-hours credit

*Susan Grigg*

Th 3-4:50 p.m.

**391a Topics in Comparative History**

Topic for 1985-86: American and British Rhetoric in the Twentieth Century. A comparison of speeches and texts (including advertising and political novels) in their historical contexts: a study of their persuasive tactics, imagery, and underlying values. Prerequisite: a course in American or British history or literature, or in American or European government.

4 semester-hours credit

*Rupert Wilkinson*

T 3-4:50 p.m.

## Graduate

**400a, 400b Research and Thesis**

4 semester-hours credit

**401a, 401b Special Problems in Historical Study**

Arranged individually with graduate students.

4 semester-hours credit

**421a Problems in Early Modern History**

4 semester-hours credit

**441a Problems in Modern European History**

4 semester-hours credit

**471b Problems in American History**

4 semester-hours credit

## The Major

**Advisers:** Joan Afferica, Stanley Elkins, Daniel Gardner, Robert Haddad, Maurice Isserman, Lester Little, Howard Nenner, Neal Salisbury, Joachim Stieber, David Walker, R. Jackson Wilson.

**Adviser for Study Away:** Howard Nenner, first semester; Nelly Hoyt, second semester.



All sophomores planning to study away from Smith and seniors returning (except those who honor) *must* have their programs approved by the departmental adviser for study away.

The history major comprises 11 semester courses, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the major. Students who enter the major as juniors or with a strong preparation in history should substitute appropriate 200-level courses for the basis of the major.
2. Field of concentration: five courses consisting of *either*
  - (a) one history seminar and four courses at the 200 level, no more than two of which may be related courses in other disciplines; *or*
  - (b) two seminars and three courses at the 200 level, one of which may be a related seminar or course in another discipline.
3. Additional courses, consisting of four history courses or seminars in at least two fields distinct from the field of concentration.

The S/U grading option is not allowed for courses counting toward the major.

In the normal sequence, students should complete the requirements for the basis of the major prior to enrolling in advanced courses.

A student who has passed the AP examination in European history with a grade of 4 or 5 may count this as the equivalent of HST 100b (for 4 semester-hours credit) toward the major; or, a student who has passed the AP examination in American history may count this as the equivalent of HST 113b (for 4 semester-hours credit) toward the major.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300-1450; Latin Christian Society in Trans-

formation, 1000-1660; Early Modern Europe, 1300-1815; Modern Europe, 1789 to the Present; Latin America; United States.

## The Minor

**Advisers:** same as those listed for the major.

The minor is comprised of five semester courses, distributed as follows:

1. The basis of the minor normally will be any two 100-level courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the minor.
2. Field of concentration: three courses, one of which must be a seminar.

## Honors

**Director:** Joachim W. Stieber.

### 501a Thesis

8 semester-hours credit

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, not later than pre-registration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the Director of Honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis will count for 8 semester-hours credit during the fall semester of the senior year. Each honors candidate will defend her thesis in the week before spring recess at an oral examination in which she will be asked to relate her thesis topic to a broader field of historical inquiry, defined with the approval of the Director of Honors.

Honors students will present 12 courses (48 semester-hours credit) for the history major, including the thesis in the fall semester of the senior year.

The definition of the basis for the major and of the fields of concentration will be the same as for regular majors. For honors students, the distribution of the 10 courses, which follow the basis for the major, differs from that of regular majors and will be as follows:

- (1) Four courses in the field of concentration, one of which may be in another discipline and at least one of which must be a seminar;
- (2) The thesis counting for two courses (8 semester-hours credit);
- (3) One semester course in ancient history or a related course in Ancient Studies;
- (4) Three history courses or seminars (12 semester-hours credit) in a field or fields other than the field of concentration.

Additional stipulation concerning seminars: The eight courses (32 semester-hours credit) which follow the basis for the major will include at least two seminars, one of which must be in the field of concentration. Seminars or special studies for honors students may be offered in conjunction with selected lecture courses, for additional hours of credit, upon consultation with the Director of Honors.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300-1450; Latin Christian Society in Transformation, 1000-1660; Early Modern Europe, 1300-1815; Modern Europe, 1789 to the Present; Latin America; United States.

## Modern European Studies in History

This interdisciplinary program offered to history majors is designed to coordinate courses in modern European history (1789 to the present) with related areas of study.

The program consists of 12 semester courses, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, one of which examines the period before 1600. Only two 100-level courses may be counted toward the major.
2. Field of concentration: eight semester courses consisting of:
  - (a) two 200-level courses (8 semester-hours credit) and two seminars in modern European history, one of the latter being the integrating course (292a) taken either in the junior or senior year; and
  - (b) four 200-level courses (16 semester-hours credit) dealing with the modern European period in related disciplines.
3. Two additional courses (8 semester-hours credit) in history outside the field of concentration.

Majors in Modern European Studies in History may apply for admission to the departmental Honors Program. They may also participate in study abroad programs in Europe during the junior year with the permission of their major adviser.

All students interested in Modern European Studies in History should contact Klemens von Klemperer or Thomas Childers. Since preference for enrollment in 292a will be given to declared majors in the program, interested students are advised to sign up early in the History Department office for this limited-enrollment course.

## Interdepartmental Minor in History of the Sciences

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### Advisers

Kathryn Addelson, Professor of Philosophy

<sup>1</sup>Alistair Crombie, Visiting Professor in History of Science and Medicine

George Fleck, Professor of Chemistry

\*Nelly Hoyt, Professor of History

Douglas Patey, Associate Professor of English; *Director*

Faye Schrater, Assistant Professor of Biology

Ullica Segerstrale, Visiting Assistant Professor of Sociology and Anthropology

\*Marjorie Senechal, Professor of Mathematics

The Smith College program in History of the Sciences brings together central concerns of the natural sciences, the social sciences, and the humanities, providing a focus for interdepartmental study. Placing contemporary issues in historical perspective, it is of value to students in all three divisions. For students in the natural sciences, it sets the specialized work of the major in a larger social and historical context, helping the student understand the development of individual scientific fields as well as the social and humanistic implications of contemporary science. It also offers an opportunity to develop important critical skills, both in textual analysis and in exposition. For students in the social sciences, it provides perspective for viewing their own fields as part of the broad sweep of the evolution of science, and offers an understanding of social and historical contexts in which the sciences developed. For students in the humanities, it offers an understanding of the development of the sciences and also an appreciation of the scientific method and the importance of empirical evidence, and provides an opportunity to relate humanities courses to scientific ideas and developments.

Requirements: six semester courses, including one course in science and one course in history, chosen with the approval

of the History of Science Committee, and four courses in history of science, at least two of which must be taken at Smith and which must include Special Studies in History of Science (301a or b), directed by the student's adviser in the program. Work in history of science at the Smithsonian Institution under the Semester in Washington Program will be counted as two courses in the minor.

### Courses in the Program (1985-86):

#### 101b American Science in the Making

An interdisciplinary examination of science and scientists, comparing science in colonial and revolutionary America with science in late nineteenth- and early twentieth-century America. Themes include relations between science and technology, professionalization of science, and science education, including the role of women's colleges in the development of science. 4 semester-hours credit

*Kathryn Addelson*

M W F 10:40-11:50 a.m.

#### 203a Perspectives in the History of Science

An introductory history of Western science in its cultural context. For 1985-86 this history is organized around the development of theories of the structure of matter. Lectures, discussions, and laboratory demon-

strations. Open to all upperclasswomen; freshmen by permission of the instructor.  
4 semester-hours credit

*George Fleck*

T Th 8-9:20 a.m.

#### **210b Fact, Fiction, and Fraud in Science**

This course analyzes the problem of scientific fraud in relation to "standard science" in historical and sociological perspective. By examining case studies, we try to relate fraud to scientific commitment and competitiveness, and to historical and field-dependent criteria for "standard science." Cases and occasional guest speakers will be drawn from, among others, the fields of physics, genetics, biology, biomedicine, and psychology. The course is strongly discussion-oriented. (E)

4 semester-hours credit

*Ullica Segerstrale*

T 3-4:50 p.m.

#### **305a Seminar: Topic for 1985-86: The Mechanical Philosophy.**

A study of the role of the "Mechanical Philosophy"—the view that nature and man are nothing but matter in motion—in the Scientific Revolution of the seventeenth and eighteenth centuries, with some attention to its modern aftermath. Taking as our cen-

tral idea Descartes's fateful separation of mind from matter and the consequent "mind-body problem," the course will examine: mechanism vs. vitalism in the life sciences; the birth of a new science called "biology"; mechanistic psychology; the birth of the "social sciences"; evolutionary theory as an answer to the Cartesian dilemma.

4 semester-hours credit

*Douglas Patey*

Th 3-4:50 p.m.

#### **ANT 131b Human Evolution**

#### **AST 234b History of Astronomy**

#### **HST 333a Styles of Scientific Thinking in the European Tradition**

[HST 346a Problems in Eighteenth Century Intellectual History]

#### **MTH 350b Topics in the History of Mathematics**

#### **PHI 224b Philosophy and History of Scientific Thought**

#### **PSY 209a History of Issues in Psychology**



## Interdepartmental Minor in International Relations

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### Advisers

Charles Robertson, Professor of Government, *Director*

\*\*Peter Rowe, Professor of Government

Cynthia Taft Morris, Professor of Economics

†Charles Staelin, Associate Professor of Economics

Stuart Brown, Assistant Professor of Economics

David Walker, Assistant Professor of History

The International Relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

Requirements: GOV 240, International Politics; *plus* one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

[GOV 231	Problems in Political Development]
[GOV 242	International Law]
[GOV 246	Diplomacy]
GOV 340	Seminar in International Law
GOV 341	Seminar in International Politics. Arms Control and Disarmament
ECO 213	The World Food System
ANT 236	Economic Anthropology

ANT 332	Seminar: The Dynamics of Change: Tradition and Modernization in Non-Western Societies
PWS 200	Peace and War in the Nuclear Age: An Interdisciplinary Approach

2. One course in international economics or finance:

[GOV 241	Politics of International Economic Relations]
ECO 205	International Trade and Commercial Policy
ECO 206	International Finance
ECO 208	European Economic History
ECO 209	Comparative Economic Systems
ECO 211	Economic Development
[ECO 305	Seminar: International Economics]
ECO 309	Seminar: Topics in Comparative Economic Systems
ECO 311	Seminar: Topics in Economic Development

3. One course in contemporary American foreign policy:

- |  |  |   |   |
|--|--|---|---|
| GOV 243  | Foreign Policy of the U.S. since 1898  | GOV 347   | Seminar: Soviet Foreign Policy  |
| GOV 244  | Foreign Policy of the U.S.   | ECO 208   | European Economic History   |
| GOV 248  | The Vietnam War  |   |   |
| GOV 346  | Seminar in International Politics. U.S. National Security Policy and Strategic Analysis        | 5. One course on the economy, politics, or society of a Third-World area: |   |
| ECO 290  | The Economics of Defense   | Africa  |   |
| [HST 273   | Contemporary America: World War II to the Present]   | GOV 223   | Governments and Politics of the Middle East and North Africa                            |
|  |  | GOV 225   | Government and Politics of Sub-Saharan Africa   |
| 4. One course in modern European history or government with an international emphasis: |  | [GOV 320  | Seminar in Comparative Government: Power and Politics in Africa]                        |
| HST 250  | Europe in the Nineteenth Century   | GOV 344   | Seminar in International Politics. South Africa in World Politics                       |
| HST 251  | Society and Culture in Germany, 1870-1933  | ANT 231   | Africa: A Continent in Crisis   |
| HST 350  | Modern Europe: Issues in Modern European Historiography, 1750-1950                             | Asia  |   |
| [HST 233   | France since Napoleon]   | HST 213   | Aspects of Chinese and Japanese History: The Intellectual Foundations of China          |
| HST 240  | Tradition and Change in Russian and Soviet History, 1801-1982                                  | [HST 214  | Aspects of Chinese History]   |
| HST 258  | European Imperialism in Theory and Practice: Europe and the Wider World, 1800-1980             | GOV 228   | Government and Politics of China  |
| HST 259  | Nationalism and the End of Empire in India and Africa, 1940-1980                               | GOV 343   | Seminar on Foreign Policy of the Chinese People's Republic                              |
| HST 391  | Seminar: Topics in Comparative History. American and British Rhetoric in the Twentieth Century | GOV 349   | Seminar in Comparative Government and International Relations Foreign Policy of Japan   |
| HST 292  | Modern European Studies in History   | Middle East   |   |
| GOV 221  | European Government  | GOV 348   | Seminar in Comparative Government and International Relations. The Arab-Israeli Dispute |
| GOV 222  | Government and Politics of the Soviet Union  | HST 307   | Seminar: Problems in the History of the Islamic Middle East: The                        |
| GOV 325  | Seminar in Comparative Government. Communist Political Systems                                 |   |   |

GOV 223 Unity of Religious and  
 Political Authority in  
 Islam: Fact or Fiction?  
 Governments and Poli-  
 tics of the Middle East  
 and North Africa  
 [GOV 321 Seminar in Comparative  
 Government]  
 [ECO 214 Economics of the Mid-  
 dle East and North  
 Africa]

#### Latin America

[ECO 318 Seminar: Latin American  
 Economics]  
 [GOV 224 Latin American Political  
 Systems]  
 [GOV 324 Seminar in Comparative  
 Government]  
 HST 261 National Latin America,  
 1821 to the Present

At the discretion of the adviser, equivalent  
 courses at other colleges could be substi-  
 tuted for Smith College courses. At least  
 one of the six courses should be at the  
 seminar level.

## Departmental Major and Minor in Italian Language & Literature

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### Associate Professors

†Margherita Silvi Dinale, Dottore in Lettere  
§Iole Fiorillo Magri, A.M., Dottore in Lingue  
e Letterature Straniere, Chair  
Alfonso Procaccini, Ph.D., *Chair*

### Assistant Professor

Claudio G. Antoni, Ph.D.

### Mellon Lecturer

Giovanna T. Bellesia, Dottore in Lingue

### Visiting Lecturer

Franca Lolli, Dottore in Lettere

It is recommended that students planning to major in Italian take HST 100a, one course in modern European history, and PHI 124a and 125b. Those intending to spend the junior year in Italy should consult the adviser about preparatory courses.

The prerequisite for 226a and b and all advanced courses is 110D or 112. In all literature courses majors will be required to write in Italian; non-majors may do written work in English.

## A. Language

### 110D Intensive Elementary Course

One-year accelerated course to allow students to be admitted to courses in Group B (Literature) and to profit from study abroad. Regular attendance and language laboratory work is required.

12 semester-hours credit

*Giovanna Bellesia, Claudio Antoni*

M W F 9:20-10:30 a.m., T Th 11-11:50 a.m.;

M W F 10:40-11:50 a.m., T Th 11-11:50 a.m.

### 111 Elementary Course

A basic introduction to Italian that emphasizes a gradual development of the language skills. Regular attendance and laboratory work are required.

8 semester-hours credit

*Alfonso Procaccini, Giovanna Bellesia*

M W F 9:20-10:30 a.m.; M W F 10:40-11:50 a.m.

### 112 Intermediate Course

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 111 or 110D. Conversation and discussion meetings.

8 semester-hours credit

*Franca Lolli*

M W F 10:40-11:50 a.m.

### 227a High Intermediate Course

Reading of and comment on contemporary, not exclusively literary, Italian texts and newspaper articles with special emphasis on syntax and style. Italian-English and English-Italian translation. Prerequisite: 110D, 112, or permission of the department.

4 semester-hours credit

*Claudio Antoni*

M W F 9:20-10:30 a.m.

### 331b Advanced Course

A continuation of 227a, with emphasis on development of style. Intensive oral and written work. Prerequisite: 227a or permission of the department.

4 semester-hours credit

*Franca Lolli*

To be arranged

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## B. Literature

### 226a Survey of Italian Literature

Reading of outstanding works and consideration of their cultural and social background.

4 semester-hours credit

*Franca Lolli*

T Th 9:30-10:50 a.m.

### 226b A continuation of 226a

4 semester-hours credit

*Claudio Antoni*

T Th 9:30-10:50 a.m.

### 301, 301a, 301b Special Studies

By permission of the department, for senior majors who have had three semester courses above the introductory level.

4 semester-hours credit

*Members of the department*

### [332 Dante: *Vita Nuova*, *Divina Commedia*]

4 semester-hours credit

### 334b Boccaccio and the Novella

Themes, structure, and style. Boccaccio's place in the tradition of European narrative. Bilingual texts. Conducted in English.

4 semester-hours credit

*Alfonso Procaccini*

M 7:30-9:30 p.m.

### [335a The Italian Renaissance]

The concept of nature in literature and art. Readings from Poliziano, Lorenzo il Magnifico, Ariosto, Tasso, Bembo, etc. To be offered in 1986-87.

4 semester-hours credit

### [337a Culture and Literature of the Eighteenth Century]

Selected readings from Vico's *Scienza Nuova* and *Autobiografia*; "La Frusta letteraria" and "Il Caffè"; Goldoni's theatre; Alfieri's *Vita* and his tragedies; Foscolo's *Le ultime lettere di Jacopo Ortis*, *Sonetti*, and *Sepolcri*. To be offered in 1986-87.

4 semester-hours credit

### 338b Italian Novel of the Nineteenth Century

From Manzoni to Verga.

4 semester-hours credit

*Alfonso Procaccini*

Th 7:30-9:30 p.m.

### CLT 339b Arcadia and Utopia in the Renaissance

An analysis of the Arcadia-Utopia genre together with a study of the two modes.

Individual works considered from the following authors: Sannazzaro, Shakespeare, Cervantes, More, Machiavelli, Rabelais, and Campanella.

### 340a Senior Project

Designed to coordinate the work of the major and direct research for the long paper.

4 semester-hours credit

*Members of the Department*

### 342b Contemporary Literature and Cinema

A parallel study of fiction and film from post-war Neo-realism to the present time. Works by Verga, Visconti, De Sica, Bassani, Rossellini, Pavese, Antonioni, Vittorini, Moravia, Fellini, and Bellocchio analyzed. Conducted in English.

4 semester-hours credit

*Franca Lolli*

M W F 2:10-3 p.m.

### [343b Italian Women Writers of the Twentieth Century]

A study and analysis of selected women writers of the twentieth century, who found their own autonomous and creative place in the literature of the time. The authors considered are: Nobel winner Grazia Deledda, and Sibilla Aleramo, Paola Masino, Anna Banti, Elsa Morante, Natalia Ginzburg, Maria Luisa Spaziani, Dacia Maraini. Attention to particularly influential fellow writers and a few contemporary poets. To be offered in 1986-87.

4 semester-hours credit

## Graduate

**Adviser:** Alfonso Procaccini.

**450, 450a, 450b Research and Thesis**  
4 semester-hours credit

**451, 451a, 451b Advanced Studies**  
4 semester-hours credit

## The Major

**Advisers:** Alfonso Procaccini, Claudio Antoni.

**Adviser for Study Abroad:** Alfonso Procaccini.

**Basis:** 110D or 112.

**Requirements:** nine semester courses in addition to the basis and including the following: 226a and b; [332]; 334b; [335a] or CLT 339b; two of the following: [337a], 338b, 342a, [343b]; and 340a, Senior Project.

## The Minor

**Advisers:** Alfonso Procaccini, Giovanna Bellesia.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as the means to become familiar with an overview history of Italian literature and culture.

Furthermore, it offers the possibility for the student returning from study abroad to continue with Italian on a limited program.

For whatever reason a student cannot nor wishes to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

**227a High Intermediate Course**  
**331b Advanced Course**  
**226a Survey of Italian Literature**  
**226b Continuation of 226a**

**Choice of one:**

**[332 Dante]**  
**334b Boccaccio and the Novella**

**Choice of one:**

**[335a The Italian Renaissance]**  
**[337 Culture and Literature of the Eighteenth Century]**  
**338b Nineteenth Century Italian Literature]**  
**[343b Twentieth Century Literature]**  
**CLT 339b Arcadia and Utopia in the Renaissance**

## Honors

**Directors:** Members of the Department.

**501a Thesis**  
8 semester-hours credit

**Basis:** 110D or 112.

**Requirements:** nine semester courses in addition to the basis, as in the major, and a thesis (a semester of independent work).

**Two examinations:** one in the general field of Italian literature; one in linguistic preparation.

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## Extrdepartmental Courses in Japanese Language & Literature

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**Assistant Professor**

Esperanza Ramirez-Christensen, Ph.D., *Director*

**Instructor**

(at Smith College under the Five College Program)

Maki Hirano Hubbard, M.A.

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**100D Elementary Course**

An introduction to spoken and written Japanese. Developing oral proficiency in the basic expressions and sentence patterns of ordinary conversation, along with the ability to handle the rudiments of the writing system.

12 semester-hours credit

*Esperanza Ramirez-Christensen*

M W F 9:20-10:30 a.m. plus one hour to be arranged

**200 Intermediate Course**

Continued training in the basic grammar and syntactic structures of the language. Oral drills and written exercises based on typical situational dialogues in a Japanese setting. Prerequisite: 100 or equivalent.

8 semester-hours credit

*Esperanza Ramirez-Christensen, first semester; Maki Hubbard, second semester*

M W F 10:40-11:50 a.m.

**300a Advanced Course**

Acquisition of skills in reading and aural comprehension through study of varied prose pieces and audio-visual material. Discussions will focus on both popular and traditional aspects of Japanese culture as reflected in the selected materials. Prerequisite: 200 or equivalent. (E)

4 semester-hours credit

*Maki Hubbard*

M W 2:10-4 p.m.

**300b** A continuation of 300a.

Same prerequisites.

4 semester-hours credit

*Maki Hubbard*

M W 2:10-4 p.m.

**301a, 301b Special Studies**

For students engaged in independent projects in connection with a major in East Asian Studies or other Japan-related individual studies.

4 semester-hours credit

**Literature in Translation****250a The Classical Literary Tradition**

Readings in poetry, narrative, and drama aimed at understanding the essential aspects of the Japanese culture and sensibility before the modern era of Western influence. Lectures on the socio-historical contexts of the works and the character of major literary genres; discussions focus on interpreting the central images of human value within each period.

4 semester-hours credit

*Esperanza Ramirez-Christensen*

T Th 9:30-10:50 a.m.

**260b Modern Japan in Film and Fiction**

Readings in modern fiction, particularly the novels of Sōseki, Tanizaki, Kawabata, Mishima, and Ōe. Focusing on the impact of Westernization on the traditional consciousness, the readings and selected films will examine the individual, family, and society with reference to the role of women, questions of national identity and feudal values, and the place of the old aesthetic culture.

4 semester-hours credit

*Esperanza Ramirez-Christensen*

T Th 9:30-10:50 a.m.



## Interdepartmental Minor in Jewish Studies

Howard Adelman, Ph.D., Assistant Professor of Jewish Studies and Director of the  
Jewish Studies Program

### Jewish Studies Advisory Committee

Bruce Theodore Dahlberg, M.Div., Ph.D., Professor of Religion & Biblical Literature

Donna Robinson Divine, Ph.D., Professor of Government, *Chair*

Myron Glazer, Ph.D., Professor of Sociology & Anthropology

Peter Isaac Rose, Ph.D., Professor of Sociology & Anthropology

Klemens von Klemperer, Ph.D., Professor of History

†Jochanan H. A. Wijnhoven, Ph.D., Professor of Religion & Biblical Literature

Martha A. Ackelsberg, Ph.D., Associate Professor of Government

### 226a Jews and European Civilization from Roman Times till the Expulsion from Spain (c. 30-1492)

A survey of the structure of Jewish life in the land of Israel under the Romans; political and religious responses to the rise of Christianity, dispersions, the Crusades; Jews in Medieval Christian European society and in Muslim Spain. (E)

4 semester-hours credit

*Howard Adelman*

M W F 10:40-11:50 a.m.

### 226b Jewish Civilization from the Sephardic Diaspora (c. 1492) to the Holocaust

A thematic overview of Jewish history in modern times, addressing the following issues: the Inquisition, the ghetto, political emancipation, Antisemitism, Jewish enlightenment, secularization, Zionism, radicalism, modern Jewish religious movements (Hasidism, Reform, Conservative, Orthodoxy).

4 semester-hours credit

*Howard Adelman*

M W F 10:40-11:50 a.m.

### 234a Introduction to Rabbinic Literature

A study of the Jewish textual tradition, the world of Rabbinic discourse, and the liter-

ary genres produced including Biblical commentaries, legal codes, Rabbinic narratives. Explorations of the relationship of text to commentary, of styles of discourse, social and political contexts, responses to catastrophe, impact on practice and belief. No prerequisite. Primary sources in English. (E)

4 semester-hours credit

*Howard Adelman*

M W F 1-2 p.m.

### 380b Seminar: Women in Jewish Tradition and Literature

Classical biblical narratives about Eve, the matriarchs, queens, prophetesses, female aspects of the deity and their interpretations in rabbinic commentaries. Explorations of the legal status of women addressing issues of marriage, divorce, abandonment, adultery, abortion, birth control, prostitution, rape.

4 semester-hours credit

*Howard Adelman*

M 7:30-9:30 p.m.

### 383a Jewish Studies Colloquium

Topic for 1985-86: History and Literature of the Holocaust. Interdisciplinary approaches to current scholarship on the destruction of European Jewry from 1933-1945. Topics will include: the question of uniqueness,

relationship to Jewish history, Jewish/Christian guilt and responsibility, implications for contemporary theology, law, education, psychology, morality, Jewish/Christian relations. (E)

4 semester-hours credit

*Howard Adelman*

M 7:30-9:30 p.m.

## The Minor

Students contemplating a minor in Jewish Studies should see an adviser as early as possible to develop a minor course program. This program should draw from more than one academic department and must be approved by an adviser no later than the beginning of the senior year.

Jewish civilization has a recorded history of 4,000 years. With texts spanning the Hebrew Scriptures and modern literature, Jewish writing can be found in many languages: Hebrew, Yiddish, Arabic, English, Spanish. Jewish texts participate in the literary traditions of the Arabs, Germans, Greeks, Slavs, Spaniards, British, and Americans, among others. While the dispersion of the Jewish people has intersected with many civilizations, the Jewish people have made their most noticeable impact on Western civilization and culture. Christianity and Islam possess traditions in common with Judaism. A minor in Jewish Studies is an appropriate rubric in which to focus on components essential to Western civilization and crucial to a liberal arts curriculum. Jewish Studies encompasses a number of

scholarly disciplines, and permits students to learn more about the complex interdependence of the multiple sources of Western identity.

Requirements: a total of five courses, to be selected from the following list:

- REL 110b Jewish-Christian Relations
- [REL 185 Biblical Hebrew]
- REL 210a Introduction to the Bible I
- [REL 222c Excavation of Tell el-Hesi in Israel]
- [REL 235a The Jews of the Middle Ages]
- [REL 236a The Emergence of Contemporary Judaism]
- [REL 285a Hebrew Religious Texts]
- [REL 285b Hebrew Religious Texts]
- REL 311b History of Biblical Interpretation
- REL 312b Archaeology and the Bible
- [REL 382b Directed Readings in Religious Texts: Hebrew, Greek or Latin]
- ARC 201a Introduction to Archaeology
- SOC 213b Ethnic Minorities in America
- SOC 313b Immigrants and Exiles
- GOV 227a Government and Politics of Israel
- GOV 348a Seminar in International Relations: The Arab-Israeli Dispute
- [HST 201b The Ancient Near East]

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the Program. See the Director.

## Interdepartmental Minor in Logic

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### Co-directors and Advisers

James Henle, Associate Professor of Mathematics

Thomas Tymoczko, Associate Professor of Philosophy

†Stan Wagon, Associate Professor of Mathematics

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In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics, and cognitive science. The goal of the logic minor is to provide students with the tools, techniques, and concepts necessary to appreciate logic and to apply it to other fields.

Five courses will be required:

PHI 121a    Introductory Logic  
or [121b]

[MTH 207b]    Mathematical Structures

PHI 220b    Logic and the Undecidable

Plus two of the following:

CSC 115a    Introduction to Computing  
or 115b    and Computer Programming

CSC 116a    Introduction to Computer  
Science

MTH 153a	Introduction to Discrete
or 153b	Mathematics
MTH 224b	Topics in Geometry
PHI 224b	Philosophy and History of
	Scientific Thought
MTH 233a	An Introduction to Modern
	Algebra
PHI 236a	Linguistic Structures
MTH 238a	Theory of Numbers
CSC 250a	Foundations of Compu-
or 250b	ter Science
[PHI 261b]	Philosophy of Communication
PHI 262b	Meaning and Truth
PHI 322a	Topics in Advanced Logic:
	Logic and Computers
MTH 350b	Topics in the History of Math-
	ematics
Special Studies in Logic	

## Departmental Major and Minor in Mathematics

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### Professors

\*Marjorie Lee Senechal, Ph.D.  
James Joseph Callahan, Ph.D.  
Michael O. Albertson, Ph.D., *Chair*  
\*David Warren Cohen, Ph.D.

### Associate Professors

Phyllis Cassidy, Ph.D.  
James M. Henle, Ph.D.  
†Stan Wagon, Ph.D.  
†Joan P. Hutchinson, Ph.D.

### Assistant Professors

Patricia L. Sipe, Ph.D.  
Robert J. Currier, Ph.D.  
David Kramer, Ph.D.

### Instructor

Gitanjali Joglekar, M.S.

### Visiting Lecturers

Judith Moran, M.S.  
†Carlos Di Prisco, Ph.D.

Students planning to take courses in mathematics are expected to offer at least three entrance credits in mathematics; those planning to major in mathematics should seek the advice of members of the Mathematics Department, as well as their pre-major advisers, when selecting mathematics courses in the freshman and sophomore years.

Students who receive scores of 4 and 5 on the Advanced Placement Test Calculus AB may not apply that credit toward the degree if they complete Calculus I for credit. Students who receive scores of 4 and 5 on the Calculus BC test may not apply that credit toward the degree if they complete Calculus II for credit.

Several introductory courses with no prerequisite are offered. Three of these courses (100b, 105b, 110b) are specifically intended for students outside mathematics; 120a and 111 provide additional preparation for calculus. Students with suitable preparation may enter directly into an appropriate introductory course in the sequence (121a or b, 122a or b, 153a or b, 201a or b, 202a or b).

### 100b Quantitative Reasoning

Presentation, analysis, and interpretation of data using techniques of probability and statistics, linear algebra, game theory, graph theory, and linear programming. A freshman-level, non-calculus, non-major-oriented course for students who wish to gain skills in the collection, analysis, and interpretation of technical (mathematical) data. 4 semester-hours credit

*Gitanjali Joglekar*

T Th 1-2:50 p.m.

### 105b Colloquium in Mathematics I

The finite and the infinite. Historical, philosophical, and mathematical notions of infinity; finite and infinite sets, adding infinitely many numbers, the notion of a finite physical universe, paradoxes of infinity. No prerequisite.

4 semester-hours credit

*David Cohen*

T Th 1-2:50 p.m.

### [110b Colloquium in Mathematics II]

No prerequisite. To be offered in 1986-87. 4 semester-hours credit

### 111 Algebra and Trigonometry

The fundamentals of algebra and pre-calculus mathematics, with emphasis on



the development of problem-solving techniques and analytical thinking. Topics include logic and elementary set theory, the arithmetic of the real number system, the geometry of the real line, linear and quadratic equations, absolute value, inequalities, the real plane, conic sections, trigonometry, and elementary functions. Enrollment limited to 15. Admission by permission of the instructor. This is a full-year course. Students may not receive credit for both MTH 111 and MTH 120. 8 semester-hours credit

*Judith Moran*

M W F 9:20-10:30 a.m.

### 120a Pre-Calculus Mathematics

Inequalities, lines, slopes, polynomials, functions, graphs, trigonometry. For students who need additional preparation before taking calculus.

4 semester-hours credit

*Robert Currier, Mary Murphy*

M W F 9:20-10:30 a.m.

### 120b A repetition of 120a

4 semester-hours credit

*Robert Currier, Mary Murphy*

M W F 9:20-10:30 a.m.

### 121a Calculus I

The derivative, the antiderivative, differentiation, applications to graphs, optimization problems, the definite integral.

4 semester-hours credit

*Members of the Department*

M W F 8-9:10 a.m.; T Th 9:30-11:50 a.m.;

M W F 9:20-10:30 a.m.;

M W F 10:40-11:50 a.m.; T Th 1-2:50 p.m.;

M F 1-2 p.m., W 1-3 p.m.

### 121b A repetition of 121a

4 semester-hours credit

*Members of the Department*

M W F 9:20-10:30 a.m.; M W F 10:40-11:50

a.m.; T Th 1-2:50 p.m.

### 122a Calculus II

Inverse functions, finding antiderivatives, infinite sequences and series, power series

and polynomial approximations. Prerequisite: 121a or b or the equivalent.

4 semester-hours credit

*Members of the Department*

M W F 9:20-10:30 a.m.; M W F 10:40-11:50

a.m.; T Th 9:30-11:50 a.m.

### 122b A repetition of 122a

4 semester-hours credit

*Members of the Department*

M W F 8-9:10 a.m.; M W F 9:20-10:30 a.m.; T

Th 9:30-11:50 a.m.; M F 1-2 p.m., W 1-3 p.m.;

M W F 10:40-11:50 a.m.

### 153a Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modelling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting, combinatorics, and probability.

4 semester-hours credit

*James Henle*

M W F 10:40-11:50 a.m.

### 153b A repetition of 153a

4 semester-hours credit

*Michael Albertson*

M W F 10:40-11:50 a.m.

### 201a Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from topics including differential equations, foundations of physics, geometry, and others. Prerequisite: 122a or b or the equivalent, or 153a or b.

4 semester-hours credit

*Members of the Department*

M W F 8-9:10 a.m.; T Th 9:30-11:50 a.m.;

M W F 10:40-11:50 a.m.

### 201b A repetition of 201a

4 semester-hours credit

*Marjorie Senechal, David Cohen*

M W F 8-9:10 a.m.; T Th 8-9:20 a.m.

**202a Calculus III**

Vectors, partial differentiation, and multiple integration with applications. Prerequisite: 122a or b; 201a or b is suggested.

4 semester-hours credit

*James Callaban*

M W F 1-2 p.m.

**202b A repetition of 202a**

4 semester-hours credit

*David Kramer, James Callaban*

M W F 8-9:10 a.m.; T Th 8-9:20 a.m.

**204a Topics in Applied Mathematics**

Topic for 1985-86: Relativity. The geometry of space-time, Lorentz transformations and invariants, physical consequences, curvature and its relation to gravity. Prerequisite: 201a or b.

4 semester-hours credit

*James Callaban*

M W F 10:40-11:50 a.m.

**205a Advanced Calculus**

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss, and Stokes. Prerequisite: 201a or b and 202a or b, or permission of the instructor.

4 semester-hours credit

*Phyllis Cassidy*

T Th 8-9:20 a.m.

**[207b Mathematical Structures]**

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: PHI 121a or b or a 200-level mathematics course, or permission of the instructor. Offered in alternate years.

4 semester-hours credit

**210b Introduction to Numerical Methods**

Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisites:

201a or b, and some knowledge of a computer language, e.g., FORTRAN, Pascal, or BASIC.

4 semester-hours credit

*James Henle*

T Th 9:30-10:50 a.m.

**PHI 220b Logic and the Undecidable****222a Differential Equations**

Theory and applications of ordinary differential equations. Prerequisites: 201a or b and 202a or b, one of which may be taken concurrently.

4 semester-hours credit

*Robert Currier*

M W F 8-9:10 a.m.

**224b Topics in Geometry**

Topic for 1984-85: Geometry in  $n$  Dimensions,  $n = 2, 3, 4, \dots$ . Regular polyhedra in  $n$ -dimensional Euclidean space; isometry groups, including groups generated by reflections; lattices, parallelohedra, and sphere packings; applications (to real problems in 3-dimensional space). Prerequisites: 201a or b and 202a or b.

4 semester-hours credit

*Marjorie Senechal*

M W F 1-2 p.m.

**233a An Introduction to Modern Algebra**

An introduction to the concepts of abstract algebra, including groups, quotient groups, rings, and fields. Prerequisite: 121a or b, or the equivalent, and 201a or b, or permission of the instructor.

4 semester-hours credit

*David Kramer*

T Th 1-2:50 p.m.

**238a Theory of Numbers**

Properties of integers including congruences, primitive roots, quadratic residues, diophantine equations. Prerequisite: 121a or b, or the equivalent, and 201a or b, or permission of the instructor.

4 semester-hours credit

*David Kramer*

T Th 9:30-10:50 a.m.

**243b Introduction to Analysis**

The real number line, continuous functions, differentiation, sequences and series of functions, measure and integration. Prerequisites: 201a or b and 202a or b, or permission of the instructor.

4 semester-hours credit

*James Henle*

M W F 10:40-11:50 a.m.

**246a Probability**

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisite: 122a or b.

4 semester-hours credit

*Gitanjali Joglekar*

T Th 9:30-10:50 a.m.

**247a Statistics**

The analysis of data in linear models. Applications of least squares theory including regression, analysis of variance. Prerequisite: 122a or b, and 201a or b.

4 semester-hours credit

*Gitanjali Joglekar*

M W F 1-2 p.m.

**247b A repetition of 247a**

4 semester-hours credit

*Gitanjali Joglekar*

M W F 9:20-10:30 a.m.

**CSC 250a, 250b Foundations of Computer Science****253b Combinatorics and Graph Theory**

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems, and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective planes, block designs, coding theory. Prerequisite: 121a or b, or the equivalent, and 201a or b.

4 semester-hours credit

*Michael Albertson*

M W F 1-2 p.m.

**301a, 301b Special Studies**

By permission of the department, for majors who have had at least four semester courses beyond 122a or b.

4 semester-hours credit

**[303b Advanced Topics in Discrete Applied Mathematics]**

Alternates with 304b.

4 semester-hours credit

**304b Advanced Topics in Continuous Applied Mathematics**

Topic for 1985-86: Computer Vision and Shape Determination: Singularities of mappings and their classification, generic curves and surfaces, differential geometry, the Gauss map and its singularities, the relationship between the geometry of a surface and its projections, and the algorithmic representation of a surface by its generic views. Prerequisites: 205a and 222a; programming experience expected. Alternates with 303b.

4 semester-hours credit

*James Callaban*

T Th 1-2:50 p.m.

**PHI 322b Topics in Advanced Logic****324b Complex Variables**

Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 205a or 243b.

4 semester-hours credit

*Patricia Sipe*

M W F 9:20-10:30 a.m.

**333b Topics in Abstract Algebra**

Topic for 1985-86: Polynomial Rings, Quotient Rings, Field Extensions, Error-Correcting Codes. Prerequisite: 233a.

4 semester-hours credit

*David Kramer*

T Th 1-2:50 p.m.

**342a Topics in Topology and Geometry**

Topic for 1985-86: Differential Topology. Surfaces and their higher dimensional analogues, transversality and intersection the-



ory: a way to distinguish spheres and tori.  
Prerequisite: 243b or permission of the instructor.

4 semester-hours credit

*Robert Currier*

T Th 9:30-10:50 a.m.

### **343a Topics in Mathematical Analysis**

Topic for 1985-86: Moebius Transformations, Fundamental Polygons, and Orbit Spaces. Prerequisite: 243b.

4 semester-hours credit

*Patricia Sipe*

M W F 1-2 p.m.

### **350b Topics in the History of Mathematics**

Topic for 1985-86: Maria Gaetana Agnesi's Analytical Institutions of 1748 and the History of the Calculus. Prerequisites: any two of 210b, 207b, 224b, 233a, 238a, 243b, 253b.

4 semester-hours credit

*Marjorie Senechal*

Th 7:30-9:30 p.m.

## **Graduate**

### **420a, 420b Special Studies in Topology and Analysis**

4 semester-hours credit

### **430a, 430b Special Studies in Modern Geometry**

4 semester-hours credit

### **440a, 440b Special Studies in Algebra**

4 semester-hours credit

## **The Major**

**Advisers:** Michael Albertson, James Callahan, Phyllis Cassidy, David Cohen, Robert Currier, James Henle, Joan Hutchinson, David Kramer, Marjorie Senechal, Patricia Sipe, Stan Wagon.

**Adviser for Study Abroad:** Marjorie Senechal.

Requirements for the major: nine semester courses, including 201a or b and 202a or b. One (or two) of the required nine courses may be replaced by two (or four) of the following courses: AST 222b, 337a, 343a, 344b; CHM 231a and/or b; CSC 212a or b, 390b; PHY 214b, 220a, 222a, 322b, 334a, [340b]. The mathematics courses must be at the intermediate (200) or advanced (300) level except that either MTH 122a or b or MTH 153a or b, but not both, may be counted toward the major; at least one course must be at the advanced level.

## **The Minor**

**Advisers:** James Callahan, Supervisor.

The minor in Mathematics consists of 201a or b (Linear Algebra) plus four other courses selected from any one of the following groups:

### **Applied Mathematics Minor**

202, 204, 205, 210, 222, 233, 246, 247, 253, 303, 324

### **Discrete Mathematics Minor**

210, 220, 233, 238a, 250, 253, 303, [322b], 333

### **Algebra—Analysis—Geometry Minor**

202, 224, 233, 238a, 243, [322b], 333, 342, 343

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.



**Honors**

**Director:** Robert Currier.

**501a Thesis**

8 semester-hours credit

**501b Thesis**

8 semester-hours credit

**502 Thesis**

12 semester-hours credit

Requirements: in addition to the nine courses required for the major, students

must take 502, 501a or 501b (for either 8 or 12 semester-hours credit) in the senior year.

Directed reading, exposition, and a thesis. The topic of specialization chosen in consultation with the director during the junior year or at the beginning of the senior year.

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

## Interdepartmental Major in Medieval Studies

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### Advisers and Members of the Medieval Studies Council

Alice Clemente, Professor of Spanish & Portuguese, *Director*

Paul Evans, Professor of Music

Robert Haddad, Professor of History

Charles Henderson, Jr., Professor of Classical Languages and Literatures

Joachim Stieber, Professor of History

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Students are advised to consult the current Five College Medieval Studies brochure when selecting their courses.

Note: no single course may be counted in fulfillment of more than one of the requirements.

#### Basis:

- A. Two semester courses in different departments, chosen from among the following: ART 100 (only the first semester may be counted for credit in the major); ENG 120a (section on "Medieval Narrative"), ENG 207 (only the first semester may be counted for credit in the major); FRN 210a or b; HST 100a, 103b; ITL 226a; MUS 200a; SPP 215a or b; REL 188a.
- B. LAT 111 or 111Db (unless exempted by the Classics Department), to be taken no later than the junior year. (Students are encouraged to take, whenever possible, at least one semester of Latin beyond the level of LAT 111 or 111Db.)

#### Requirements:

- (1) 11 semester courses, including the basis and LAT 111 or 111Db (unless exempted from the Latin requirement);
- (2) seven courses in addition to the basis, above the 100 level, as follows:

one semester medieval history course, chosen from the listing below; one semester medieval religion course, chosen from the listing below; one semester medieval course in either art or music, chosen from the listing below; two semester courses in medieval language and/or literature, not necessarily taken in the same department (one course in classical Latin literature may be taken in addition to LAT 213b in fulfillment of this requirement); and two other semester courses, chosen from the listing below.

Distribution: three of these courses, including at least one at the 300 level, must be taken in one of the participating departments (an exception is made for concentration in medieval language or literature, where two courses may be taken in one department and one in another: e.g., FRN 315b, FRN 335a, and LAT 213b); two courses must be taken in another of the participating departments.

In addition to courses listed below, courses which are devoted for at least eight weeks of the semester to medieval material may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

**301, 301a, 301b Special Studies**

Admission by permission of the instructor  
and the Medieval Studies Council.  
4 semester-hours credit

**Honors**

Director: Alice Clemente.

**501a Honors Thesis**

Admission by permission of the Medieval  
Studies Council.  
8 semester-hours credit

Requirements: the same as those for the  
major; a thesis, normally one semester, the  
subject of which should, preferably, be  
determined in the second semester of the  
junior year; an oral examination on the the-  
sis and a written examination on the area of  
concentration within the major.

**Approved courses for 1985-86  
are as follows:**

**Art**

- 221b Early Medieval Art
- 224a Gothic Art
- 321a Studies in Early Medieval Art

**Latin**

- 212a Poetry of Ovid
- 212b Virgil, *Aeneid*
- 213b Medieval Latin

**English**

- 214a Chaucer
- 214b Chaucer
- 215b Medieval Literature

**French**

- 345a French Thought  
Topic for 1985-86: Women at the  
time of Héloïse and Eleanor: Ideals  
and Realities

**History**

- 207a Islamic Civilization to the Fifteenth  
Century
- 221b Social Contexts of European  
Religious Communities
- 222a Early English History
- 223a Europe from 1300 to 1530 and the  
Civilization of the Renaissance in  
Italy
- 307a Problems in the History of the  
Islamic Middle East
- 320b Early European History
- 324b Topics in European History 1300-  
1660

**Italian**

- 334a Boccaccio and the Novella

**Jewish Studies**

- 226a Jews and European Civilization  
from Roman Times to the Expul-  
sion from Spain (c. 30-1492)

**Music**

- 302a Music in the Middle Ages
- 402 Proseminar in Music History

**Religion**

- 231a Eastern Christian Thought and  
Worship
- 275b Islam

**Spanish and Portuguese**

- 332a *El Libro de buen amor* and *La  
Celestina*

## Departmental Major and Minor in Music

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### Professors

Paul Richer Evans, Ph.D.  
Robert Martin Miller, Mus.M., Lic. de  
Concert

Adrienne Auerswald, A.M.  
Philipp Otto Naegele, Ph.D.  
Lory Wallfisch  
William Petrie Wittig, Mus.M.

†Ronald Christopher Perera, A.M.

†Peter Anthony Bloom, Ph.D.  
Donald Franklin Wheelock, M.Mus.

### Associate Professors

John Porter Sessions, Mus.M.  
Kenneth Edward Fearn, Mus.M.  
Monica Jakuc, M.S.  
Richard Jonathan Sherr, Ph.D., *Chair*

Ruth Ames Solie, Ph.D.  
Theodore Morrison, Director of Choral  
Music

### Assistant Professors

Karen Smith, M.M.  
Janet Lyman Hill, M.A.  
Jane Bryden, M.M.  
Raphael Atlas, Ph.D.

### Lecturers

Grant R. Moss, M.M.A.  
Magen Solomon, M.M.

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### Visiting Lecturer

†Louise Litterick, Ph.D.

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Prospective majors are advised to take 110a and 111b in the freshman year and 200a and 201b in the sophomore year.

## Introductory Courses

### 100a Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work which will be either music or critical prose as appropriate to the topic. Open to all students but particularly recommended for freshmen and sophomores. Colloquia marked \* will prepare students for entry into 110a.

4 semester-hours credit

#### \*A. Fundamentals of Music

An introduction to the elements of music. Through composing and analyzing, students will explore nota-

tion, rhythm, melody, harmony, and simple counterpoint.

*Raphael Atlas*

M W F 1-2 p.m.

#### \*B. The Art of Listening

An introduction to music with emphasis on the aural understanding of a varied musical repertoire, some of which may be chosen by members of the class, but not on written notation or technical analysis.

*Ruth Solie*

M W F 2:10-3 p.m.

#### C. Music, the Visual Arts, and the Media

An introduction to the components of music and an exploration of the many and varied relationships which exist among music, painting, dance, theatre, film, and television.

*William Wittig*

T 1-2:50 p.m., Th 11-11:50 a.m.



**D. Critical Inquiry**

An examination of some of the principal cultural assumptions and traditions that have shaped our experience of music from the dawn of the Romantic Era to the present. Readings to be supplemented by selected listenings from opera, instrumental music, and song cycles.

*John Sessions*

T Th 9:30-10:50 a.m.

**E. Understanding Opera**

A close examination of selected eighteenth- and nineteenth-century operas, concentrating on the way composers respond to the dramatic action and characterization provided by the libretto. Operas to be studied in 1985-86: *The Marriage of Figaro*, *Fidelio*, *Aida*, *Otello*, *Carmen*, *La Bobème*.

*Richard Sherr*

W F 9:20-10:30 a.m.

**101b Colloquia**

4 semester-hours credit

**\*A. Fundamentals of Music**

A repetition of 100a (A).

*Raphael Atlas*

M W F 1-2 p.m.

**B. Words and Music**

An examination of the relationship of text to music, beginning with the most general correspondences and progressing toward more detailed discussion of the relationship between syllables and notes. Music discussed will include Mahler's *Das Lied von der Erde* as well as German lieder, and vocal music set in English, especially that of the Elizabethan period. Short papers, or, as the case warrants, projects related to class discussions, will be assigned.

*Donald Wheelock*

M W F 3:10-4 p.m.

**C. Women Composing**

An exploration of the lives and the music of women who composed in the Western tradition, in various his-

torical periods. Emphasizing primary source documents, the course will consider contemporary views of their accomplishments, their own assessments, and their access to appropriate education and professional training.

*Ruth Solie*

M W F 2:10-3 p.m.

**D. Choral Music**

An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces by Bach, Handel, Haydn, Verdi, Brahms, and Stravinsky. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts of the compositions and to the broader context of the musical and religious traditions which produced them.

*Paul Evans*

T Th 9:30-10:50 a.m.

**102b Classical and Popular Music in the Twentieth Century**

An introduction to music designed specifically for those with no previous training, with special emphasis on the ballet and the musical theatre. Restricted to juniors and seniors.

4 semester-hours credit

*William Wittig*

T 1-2:50 p.m., Th 11-11:50 a.m.

**103a Sight-Singing**

Instruction and practice in singing intervals, rhythms, and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship. Prerequisite: some singing experience. Preference will be given to members of the Smith College choral organizations.

Section A: Beginning, enrollment limited to 12. Section B: Intermediate, enrollment limited to 12. (E)

1 semester-hour credit

*Magen Solomon*

A: T Th 1-2:30 p.m.;

B: T Th 3-4:30 p.m.

**103b** A repetition of 103a.

Section A: Beginning, enrollment limited to 12. Section B: Intermediate, enrollment limited to 12. (E)

1 semester-hour credit

*Magen Solomon*

A: T Th 1-2:30 p.m.;

B: T Th 3-4:30 p.m.

**110a Analysis and Repertory**

An introduction to formal analysis and tonal harmony, and study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test (given during orientation and during spring registration), or completion of a \*Colloquium.

4 semester-hours credit

*Ruth Solie, Donald Wheelock*

M W F 9:20-10:30 a.m., M W F 10:40-11:50 a.m.

**111b Analysis and Repertory**

A continuation of 110a. Prerequisite: 110a or permission of the instructor.

4 semester-hours credit

*Ruth Solie, Donald Wheelock*

M W F 9:20-10:30 a.m., M W F 10:40-11:50 a.m.

**PHY 126a Musical Sound****200a A Historical Survey of Music**

An introduction to the principal styles and monuments of Western music from the middle ages to the mid-eighteenth century. Open to all students (including freshmen) who have had some previous musical experience or who have obtained permission of the instructor.

4 semester-hours credit

*Paul Evans, Richard Sherr*

T Th 9:30-10:50 a.m., M W F 2:10-3 p.m.

**201b** A continuation of 200a.

Western music from the mid-eighteenth century to the twentieth century. Prerequisite: 200a or permission of the instructor. Prerequisite as of 1986-87: 110a or permission of the instructor.

4 semester-hours credit

*Richard Sherr*

M W F 2:10-3 p.m.

**210a Chromatic Harmony**

Harmonic procedures in the romantic period. Prerequisite: a course in tonal harmony or permission of the instructor.

4 semester-hours credit

*Raphael Atlas*

M W F 10:40-11:50 a.m.

**211b Tonal Counterpoint**

Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon, and fugue. Ear training, analysis, and practice in contrapuntal writing. Prerequisite: a course in tonal harmony or permission of the instructor.

4 semester-hours credit

*Raphael Atlas*

M W F 3:10-4 p.m.

**219a Conducting**

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisite: 111b or 201b or permission of the instructor.

1 semester-hour credit

Section A: Advanced, enrollment limited to 16.

*Theodore Morrison*, T 3-4:50 p.m.

Section B: Beginning.

*Magen Solomon*. To be arranged**220b Conducting**

A continuation of 219a. Prerequisite: 219a or permission of the instructor.

1 semester-hour credit

Section A: Advanced, enrollment limited to 16.

*Theodore Morrison*, T 3-4:50 p.m.

Section B: Beginning.

*Magen Solomon*. To be arranged

**[221b Contemporary Procedures]**

Study of major developments in twentieth-century music. Writing and analytic work focusing on non-tonal harmonic practice, serial composition, and other musical techniques. Prerequisites: a course in tonal harmony or permission of the instructor.  
4 semester-hours credit

**223a Topics in Performance**

Topic for 1985-86: Piano Sonatas of Beethoven. An introduction to performance practices and problems in Beethoven's piano sonatas, through a combined practical and scholarly approach to selected works. Prerequisites: 110a, a course in piano performance, and permission of the instructor.

4 semester-hours credit

*Kenneth Fearn*

T Th 1-2:50 p.m.

**223a Composition**

Prerequisite: a course in tonal harmony or permission of the instructor.

4 semester-hours credit

*Donald Wheelock*

M W F 9:20-10:30 a.m.

**234b Composition**

A continuation of 233a. Prerequisite:

233a or permission of the instructor.

4 semester-hours credit

*Donald Wheelock*

M W F 9:20-10:30 a.m.

**[251a The History of the Opera]**

History of the form from its inception to the present, with emphasis on selected masterworks. To be offered in 1986-87.

4 semester-hours credit

**[253b Popular Music in the Nineteenth Century]**

An examination of the published vocal music of nineteenth-century England and America, with special attention to the work of Arthur Sullivan in England and of Henry Russell, Stephen Foster, George F. Root, and Paul Dresser in America. A reading knowledge of music is recommended.

4 semester-hours credit

**[IDP 271a Richard Wagner]**

See Interdepartmental and Extradepartmental Course Offerings. To be offered in 1986-87.

**302a Music in the Middle Ages**

A study of Western music beginning with the chant of the early Christian church and continuing through the flowering of medieval music in France and Italy in the fourteenth century. Prerequisite: 200a or permission of the instructor.

4 semester-hours credit

*Paul Evans*

M W 10:40-11:50 a.m.

**[304a Music of the Earlier Baroque]**

The interaction between French and Italian music in the seventeenth century. Music in England and Germany. Prerequisite: 200a or permission of the instructor.

4 semester-hours credit

**305b Music of the High Baroque**

Bach, Handel, Rameau, and their contemporaries. Prerequisites: 200a or permission of the instructor.

4 semester-hours credit

*Paul Evans*

M W 10:40-11:50 a.m.

**[307b Beethoven]**

A chronological survey of Beethoven's music, concentrating on the piano sonatas, string quartets, and symphonies. Prerequisite: 201b (formerly 200b) or permission of the instructor. Recommended background: a course in tonal harmony.

4 semester-hours credit

**308a Music in the Nineteenth Century**

From the death of Beethoven to the death of Mahler: selected works in large- and small-scale forms from analytical and historical perspectives. Prerequisite: 201b (formerly 200b) or permission of the instructor. Recommended background: a course in tonal harmony.

4 semester-hours credit

*Louise Litterick (Mount Holyoke)*

T Th 9:30-10:50 a.m.



**[310b Modern Music]**

Selected works by Debussy, Schoenberg, Berg, and Dallapiccola from analytical and historical perspectives. Prerequisite: 201b (formerly 200b) or permission of the instructor. Recommended background: a course in tonal harmony.  
4 semester-hours credit

**[EDC 316b The Teaching of Music]**

**IDP 326b Patronage of the Arts in Renaissance and Early-Modern Europe**  
See Interdepartmental and Extradepartmental Course Offerings.

**331b Topics in Theory**

Topic for 1985-86 to be announced.  
4 semester-hours credit  
*Raphael Atlas*  
T Th 9:30-10:50 a.m.

**[IDP 335b Poetry and Music of the Troubadours]**

See Interdepartmental and Extradepartmental Course Offerings.

**340a Seminar in Composition**

Recommended background: a year of composition study. Admission by permission of the instructor.  
4 semester-hours credit  
*Donald Wheelock*  
To be arranged

**340b Seminar in Composition**

A repetition of 340a.  
4 semester-hours credit  
*Donald Wheelock*  
To be arranged

**[345a Electronic Music]**

Introduction to *musique concrète* and synthesizer sound production through practical work, assigned reading, and listening. Enrollment limited to eight. Admission by permission of the instructor. Recommended background: a semester course in music theory or composition.  
4 semester-hours credit

**[345b Electronic Music Composition]**

Enrollment limited to six. Prerequisites: 345a and permission of the instructor.  
4 semester-hours credit

**Performance**

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence, and potential ability. There are fees for all courses involving individual instruction and for the use of practice rooms.

Courses in performance normally require one hour of individual instruction per week. Students taking half-courses in performance are expected to practice a minimum of one hour a day; those taking full courses in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department.

Introductory-level courses in performance must be taken above a regular program—that is, eight semester courses per year—and are counted as half-courses. Exception: a sophomore who plans a Music major may, with the permission of the department, elect the second-year course in performance within a four-course program for full credit.

Intermediate- or advanced-level courses in performance may be taken within a regular program as a full course, or above a regular program as either a full course or a half course. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the 100 level must take at least two full courses in music during their years at Smith College. It is recommended that these courses, preferably in theory, be taken prior to the junior year.



A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 semester-hours of credit earned in courses in performance may be counted toward graduation.

Auditions, ideally to be prepared during the summer months, are to be scheduled upon arrival on campus through the office of the department. Students must register for performance courses at the department office, but registration is tentative until audition results are posted.

**Stringed Instruments; Wind Instruments:** Candidates for these courses are expected to play a piece of their own choice.

**Voice:** Candidates for MUS 141 are expected to perform a song for solo voice.

**Piano:** Candidates for MUS 121 are expected to play three pieces representing three of the following musical style-periods: baroque, classic, romantic, impressionist, contemporary.

**Organ:** Courses in organ are not normally open to freshmen, but a candidate who demonstrates advanced proficiency in piano may receive special permission to register for MUS 132 in the freshman year.

All students in performance courses, regardless of level of advancement, proceed sequentially from the lowest course number to the highest.

**Piano.** 121, 122, 222, 323. *Robert Miller, Lory Wallfisch, Kenneth Fearn, Monica Jakuc.*

**Organ.** 132, 232, 333. Prerequisite: 121 or the equivalent. *Grant Moss.*

**Harpsichord.** 123, 224, 325. Prerequisite: 121 or permission of the instructor. *Lory Wallfisch, Grant Moss.*

**Voice.** 141, 142, 242, 343. *Adrienne Auerswald, Karen Smith, Jane Bryden.*

**Violin.** 151, 152, 252, 353. *Philipp Naegele, Janet Hill.*

**Viola.** 161, 162, 262, 363. *Janet Hill.*

**Violoncello.** 171, 172, 272, 373. *John Sessions.*

**Double bass.** *Salvatore Macchia* (UMass).

**Viola da Gamba.** 163, 164, 264, 364. *Alice Robbins.*

**Wind Instruments.** 181, 182, 282, 383. *William Wittig*, flute; *Andrea Bonsignore* (Mt. Holyoke), oboe; *Lynn Sussman*, clarinet; *Mary Lou Wittig*, horn; *Frank Morelli* (UMass), bassoon; *Emily Samuels*, recorder.

**Brass Instruments.** Instructors from UMass: *Walter Chesnut*, trumpet; *Lamar Jordan*, trombone; *George Parks*, tuba.

**Percussion.** *Peter Tanner* (UMass).

**Guitar.** *Philip de Fremery* (Mt. Holyoke).

**Lute.** *Peter Lehman.*

**Other Instruments.** 112, 113, 212, 313.

#### [241a English Diction for Singers]

Prerequisite: 142 or permission of the instructor. Two class hours.  
1 semester-hour credit

#### [241b German and French Diction for Singers]

Prerequisite: 142 or permission of the instructor. Two class hours.  
1 semester-hour credit

#### Chamber Music Ensembles

191a, 191b, 192a, 192b, 292a, 292b, 393a, 393b. Open on a limited basis to qualified students who are studying their instruments. These courses require a one-hour

lesson and three hours of practice per week.

1 semester-hour credit

*Philipp Naegele, William Wittig, John Sessions, Janet Hill*

### Five-College Orchestra

Two formal concerts each semester. Open by audition to students at Smith and to students at the other Valley institutions.

*Dennis Burkhardt (UMass), Conductor*

### Chamber Orchestra

A string chamber orchestra gives one concert each semester, normally preceded by four Thursday evening rehearsals.

*Philipp Naegele, Director*

### Choral Ensembles

**Glee Club:** Open to sophomores, juniors, seniors, Ada Comstock Scholars, and graduate students.

**College Choir:** Open to freshmen and, in some cases, upperclasswomen.

**Smith Chorale:** Open to all students and to women of the Smith faculty and staff.

**Chamber Singers:** Open to selected members of the Glee Club and College Choir.

Membership in these ensembles is by audition. These groups perform in concert and on tour and provide music in the college chapel. *Theodore Morrison, Magen Solomon, Directors.*

### The Five College Collegium and Early Music at the Five Colleges

The Five College early music program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance, and the Baroque. An extensive collection of Medieval, Renaissance, and Baroque instruments is available to students for study and performance, and

there are large holdings in the music libraries of the five colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and non-credit group instruction. Smith students should contact Jane Bryden, Emily Samuels, or Alice Robbins for further details.

## Graduate

Requirements for the Master of Arts degree in music are listed on page 32 of the *Catalogue*.

All graduate seminars are open to seniors by permission of the instructor.

**Adviser:** Philipp Naegele.

**400, 400a, 400b Research and Thesis**  
4 semester-hours credit

**401, 401a, 401b Special Studies**  
4 semester-hours credit

**402 Proseminar in Music History**  
Musical paleography and notation from A.D. 1100 to 1600. Required of graduate students during one of their years in residence. Open to undergraduates by permission of the instructor.  
4 semester-hours credit  
*Paul Evans (first semester), T 3-4:50 p.m.; Richard Sherr (second semester), Th 3-4:50 p.m.*

**[403a Seminar in Medieval Music]**  
4 semester-hours credit

**[406a Seminar in Renaissance Music]**  
To be offered in 1986-87.  
4 semester-hours credit

**[407b Seminar in Baroque Music]**  
4 semester-hours credit

**410b Seminar in Contemporary Music**

A consideration of early non-tonal works by Schoenberg and of late songs and piano music by Debussy.

4 semester-hours credit

*John Sessions*

M 7:30-9:30 p.m.

**[411b Seminar in the History of Music Theory]**

A study of the principal writers on the theory of music from the Greeks to the early twentieth century, with particular emphasis on the interaction between theoretical speculation and musical style. Undergraduate Music majors accepted by permission of the instructor.

4 semester-hours credit

**Graduate Performance Courses**

Piano. 424, 425.

Organ. 434, 435.

Harpsichord. 426, 427.

Voice. 444, 445.

Violin. 454, 455.

Viola. 464, 465.

Violoncello. 474, 475.

Viola da Gamba. 468, 469.

Wind Instruments. 484, 485.

Other Instruments. 414, 415.

**The Major**

**Advisers:** Adrienne Auerswald, John Sessions, Ruth Solie.

**Adviser for Study Abroad:** Richard Sherr.

Basis for the major: 110a, 111b, 200a, and 201b.

Requirements: 10 semester courses: 110a, 111b, 200a, 201b, two further courses in music theory, analysis, or composition, two further courses in music history, two further classroom courses above the 100 level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French, and Italian.

**The Minor**

**Advisers:** Adrienne Auerswald, John Sessions, Ruth Solie.

Basis: 110a, 111b, and 200a, or 201b.

Requirements: six semester courses: 110a, 111b, 200a, or 201b, and three further classroom courses, no more than two of which may be colloquia.

**Honors**

**Director:** Paul Evans.

**501a Thesis**

8 semester-hours credit

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar, and present a thesis (501a) or a composition normally equivalent to 8 semester-hours credit.

Examination: students will take an oral examination on the subject of the thesis.

## Interdepartmental Minor in Neuroscience

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### Advisers

Richard Olivo, Professor of Biological Sciences, *Co-director*

†Leanna Standish, Assistant Professor of Psychology, *Co-director*

### Other Participating Faculty

Virginia Hayssen, Assistant Professor of Biological Sciences

Margaret Olivo, Professor of Biological Sciences

\*\*Jeanne Powell, Professor of Biological Sciences

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The Neuroscience minor permits students interested in the biological basis of behavior to combine courses in psychology and biological sciences into a coordinated study of the nervous system at levels ranging from molecules to the behavior of whole animals.

Requirements: Five core courses:

PSY 211a	Physiological Psychology I
BIO 230a	Animal Physiology
BIO 300b	Neurophysiology
[PSY 311a	Physiological Psychology II
and b]	

Plus one elective chosen from the following:

BIO 204a	Vertebrate Zoology
or b	
PSY 212b	Developmental Psychobiology
[PSY 316b]	Seminar in Biopsychology
[BIO 330b]	Developmental Biology
BIO 345b	Animal Behavior



## Departmental Major and Minor in Philosophy

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### Professors

Murray James Kiteley, Ph.D., *Chair*,  
*second semester*

Kathryn Pyne Addelson, Ph.D.

Malcolm B. E. Smith, Ph.D., J.D.

### Associate Professors

A. Thomas Tymoczko, Ph.D.

Jill G. de Villiers, Ph.D. (Psychology and  
Philosophy)

**\*\*John M. Connolly, Ph.D., *Chair*,  
*first semester***

### Assistant Professor

Elizabeth V. Spelman, Ph.D.

### Visiting Lecturer

Thomas Keutner, D.Phil.

### Research Associate

Janice Moulton, Ph.D.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for upperclasswomen. Where special preparation is required, the prerequisite is indicated in the description.

### 100b Thinking about Thinking

What is thinking? Do animals, machines, or babies think? Can you think without words? Can you be thoughtful and passionate at the same time? Are there different styles of thinking, e.g., scientific, artistic, moral, mystical? Designed to introduce beginning students to problems and methods in philosophy and to the Philosophy Department at Smith.

4 semester-hours credit

*Elizabeth Spelman, Thomas Tymoczko*  
M W F 1-2 p.m.

### HSC 101b American Science in the Making

See Interdepartmental and Extradepartmental Course Offerings.

### 121a Introductory Logic

A study of some of the major discoveries of logic such as the propositional calculus, relations, quantifiers, sets and referential semantics, and their application to correct reasoning. This course is intended in part to improve the student's ability to reason precisely and to deal with abstract and hypothetical thought.

4 semester-hours credit

*Thomas Tymoczko*

M W 9:20-10:30 a.m., F 8:30-9:20 a.m. or  
F 9:30-10:20 a.m.

[121b A repetition of 121a.]

To be offered in 1986-87.

4 semester-hours credit

### 124a History of Ancient and Medieval Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers.

4 semester-hours credit

*Murray Kiteley, Thomas Keutner*

M W F 10:40-11:50 a.m.

**125b History of Modern Philosophy**

A study of Western philosophy from Bacon through the eighteenth century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and especially Kant. 4 semester-hours credit

*Murray Kiteley, Malcolm B.E. Smith*  
M W F 9:20-10:30 a.m.

**HWI 150a, 151b A History of Western Ideas**

See Interdepartmental and Extradepartmental Course Offerings.

**[203b Knowledge and Society]**

An investigation through readings and discussion of some of the main social determinants of theory-building as a human activity.

4 semester-hours credit

**[MTH 207b Mathematical Structures]****PPY 209a Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

**[210a Issues in Recent and Contemporary Philosophy]**

4 semester-hours credit

**220b Logic and the Undecidable**

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. Topics include the completeness theorem of logic and the incompleteness theorem of arithmetic. Prerequisite: 121a or b or a 200-level mathematics course.

4 semester-hours credit

*Thomas Tymoczko*

M W F 10:40-11:50 a.m.

**PPY 221b Language**

See Interdepartmental and Extradepartmental Course Offerings.

**222a Ethics**

An examination of the implications of the works of some major moral theorists of the

western philosophical tradition for our understanding the significance of and range of responses to human suffering.

4 semester-hours credit

*Elizabeth Spelman*

T Th 11-11:50 a.m., Th 1-2:50 p.m.

**224b Philosophy and History of Scientific Thought**

A study of the development of scientific ideas and method using cases of scientific discovery, including the Aristotelian, Copernican, and Darwinian theories, and contemporary sociological and psychological theories.

4 semester-hours credit

*Kathryn Addelson, Jill de Villiers*

T Th 9:30-10:50 a.m.

**233b Aesthetics**

Discussion of problems about art: the nature of art, the nature of aesthetic experience, the role of the critic, and other problems.

4 semester-hours credit

*Elizabeth Spelman*

M W F 2:10-3 p.m.

**[235b Morality, Politics, and the Law]**

A critical discussion of the relations among morality, politics, and the law, especially through examination of the different ways moral, political, and legal contexts shape the analysis of an issue. Special attention to understanding the moral, political, and legal dimensions of the tolerance and intolerance of behavior treated as "deviant."

To be offered in 1986-87.

4 semester-hours credit

**236a Linguistic Structures**

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology, and pragmatics.

4 semester-hours credit

*Jill de Villiers*

T Th 1-2:50 p.m.

**240a Philosophy and Women**

An investigation of the philosophical concepts of oppression, rights, human nature,

and moral reform and moral revolution, as they relate to women. Limited to 40. Not open to freshmen.

4 semester-hours credit

*Johnmella Butler (Afro-American Studies), Elizabeth Spelman*

T Th 3-4:50 p.m.

#### 245a Philosophy of Law: Property

The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include: the rights of possession and title, the various forms of interest in property, landlord and tenant. Philosophical topics to include: justifications for the institution of property, the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school. Not open to freshmen.

4 semester-hours credit

*Malcolm B.E. Smith*

M W F 1-2 p.m.

#### 260a Philosophical Hermeneutics

An investigation of the concept of understanding. How does understanding a poem or a dream differ from understanding a fact of nature or a scientific theory? Special attention to the views of Gadamer and Wittgenstein. Recommended: a previous course in philosophy.

4 semester-hours credit

*John Connolly*

M 3:10-4 p.m., W 2:10-4 p.m.

#### [261b Philosophy of Communication]

An examination of human and non-human communication. Discussion of symbol systems, syntax and semantics, sign language, metaphor, emotive force, speech acts, linguistic community, and of the relations between language and thought, and language and gender.

4 semester-hours credit

#### 262b Meaning and Truth

An examination of the central topics in the semantics of natural languages. These topics and their associated problems and theo-

ries will be organized under the two major headings of meaning and truth.

4 semester-hours credit

*Murray Kiteley*

Th 3-5 p.m.

#### REL 263a Philosophy of Religion

#### REL 269b Phenomenology and Existentialism

#### 300a Philosophy Colloquium

Intensive practice for majors in applying philosophical methods to key problems and historical texts. Normally taken in the junior year.

4 semester-hours credit

*Thomas Tymoczko and Members of the Department*

M 2:10-4 p.m.

#### 301, 301a, 301b Special Studies

For senior majors, by arrangement with the department.

4 semester-hours credit

#### [310a Recent and Contemporary Philosophy]

A study of the development of the Anglo-American tradition in philosophy including an examination of such works as Putnam's *Reason, Truth and History*; Rorty's *Philosophy and the Mirror of Nature*; MacIntyre's *After Virtue*; and Kuhn's *Structure of Scientific Revolutions*.

4 semester-hours credit

#### PPY 321a Philosophy of Psychology: Explanation and Understanding

See Interdepartmental and Extradepartmental Course Offerings.

#### 322a Topics in Advanced Logic

Topic for 1985-86: Logic and Computers. An investigation of the abstract machines and algorithms of logic and their relations to computers and programming languages. The text will be Davis and Weyuker, *Computability, Complexity and Languages*. Other topics include Berry's Paradox, Random Numbers, and Hilbert's Tenth Prob-



lem. Prerequisite 220b or permission of the instructor.

4 semester-hours credit

*Thomas Tymoczko*

M W F 1-2 p.m.

## Seminars

### 304b Value Theory

Topic for 1985-86: Moral Passages: Abortion and the Social Construction of Morality.

History of the abortion problem in the United States and of the moral problem as seen by the woman and her intimates, reformers, medical workers, and ethicists.

4 semester-hours credit

*Kathryn Addelson*

Th 1-3 p.m.

### 305b Topics in Feminist Theory: Gender and Human Identity

An examination of the definition and foundations of gender, and its relation to race and class as components of human identity.

Prerequisite: at least one course from the Philosophy, Feminism, and Society concentration in the Philosophy minor or permission of the instructor.

4 semester-hours credit

*Elizabeth Spelman*

W 7:30-9:30 p.m.

### 331a Belief, Knowledge, and Perception

Selected topics in the theory of knowledge.

4 semester-hours credit

*Murray Kiteley*

W 7:30-9:30 p.m.

### [334b Mind]

Selected problems regarding mental states, mental acts, their contents, and their objects.

4 semester-hours credit

## Graduate

**Advisers:** Members of the Department.

### 450 Research and Thesis

8 semester-hours credit

### 450a, 450b Research and Thesis

4 or 8 semester-hours credit

### 451, 451a, 451b Advanced Studies

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.

4 semester-hours credit

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** John Connolly.

**Basis:** two semester courses in philosophy.

**Requirements:** eight semester courses in philosophy above the basis and including 121a or [b], 300a, any two from [111a] or b, [124b], 125a, and two 300-level courses (other than 300a). Courses in related departments may be included in the major program of eight semester courses only with the approval of the department.

## The Minor

**Advisers for the Minor:** Members of the Department.

Students may minor in Philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

### Concentration 1: Linguistics and the Philosophy of Language

**Basis:** 121a and 236a.

In addition to the basis, at least two of PPY 221b, [261b], 262b, and PSY 313. One of the following may be counted toward the



minor with permission of the instructor and by agreement with the minor adviser: 260a, [310a] (when the topic for the semester is appropriate), CSC 280a, ANT 234a, or [ANT 245b].

### **Concentration 2: Philosophy and the Humanities**

Basis: any two from among the following: 100, 121a or [b], 124a or 125b.

In addition to the basis, three courses from among the following: 222a, 224b, 233b, [235b], 260a, REL 269b, 304b, and [334b].

### **Concentration 3: Philosophy, Feminism, and Society**

Basis: any two from among the following: 100, 121a or [b], 124a or 125b.

In addition to the basis, three courses from among the following: [203b], [235b], 240a, [261b], 304b, and 305b.

Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

### **Honors**

**Director:** Thomas Tymoczko.

Basis: two semester courses from 111a or b, 124a, 125b. In addition, 121a or b is required. For other prerequisites for specific programs, the director should be consulted.

#### **501a Thesis**

8 semester-hours credit

Requirements: a minimum of eight semester courses in philosophy above the basis and a thesis.

An oral examination on the material discussed in the thesis.

## Departmental Major and Minor in Physics

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**Professors**

Jess J. Josephs, Ph.D.  
Elizabeth S. Ivey, Ph.D.  
Malgorzata Zielinska-Pfabé, Ph.D.

**Associate Professors**

Melvin S. Steinberg, Ph.D.  
W. Bruce Hawkins, Ph.D., *Chair*

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**Assistant Professor**

C. Sean Sutton, Ph.D.

**Laboratory Supervisor**

Douglas MacIntire, B.A.

Students planning to major in physics are advised to elect both 115a and b and a course in mathematics in the freshman year.

Students who receive scores of 4 and 5 on the Advanced Placement tests in Physics B and C may not apply that credit toward the degree if they complete PHY 115a and b for credit.

**110a Principles of Physics: A Hands-on Investigation**

An introduction for non-science majors to significant areas of physics (optics, electric circuits, heat, mechanics, and relativity), based on experimental inquiry. Examples will be taken from biology and engineering. Elementary algebra and trigonometry will be used.

4 semester-hours credit

*Malgorzata Pfabé, Melvin Steinberg*

M W F 1-2 p.m.; lab. Th 9:30-11:50 a.m.

**115a General Physics**

The concepts and relations describing motion of objects and mechanical waves. Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors except by permission of the instructor.

4 semester-hours credit

*Malgorzata Pfabé, Sean Sutton*

M W F 10:40-11:50 a.m.; lab. M T W or Th 1-4 p.m.

**115b** A continuation of 115a. Heat, electrical circuits, electromagnetism, and optics. Prerequisite: 115a. 4 semester-hours credit  
*Malgorzata Pfabé, Sean Sutton*  
M W F 10:40-11:50 a.m.; lab. M W or Th 1-4 p.m.

**126a Musical Sound**

The production of musical sound, psychological and physical aspects of musical hearing, pitch, loudness, and timbre. The voice, instruments of the orchestra, synthesized and electronic musical sound, acoustics of rooms and auditoria, and the recording and reproduction of sound. Designed for non-science majors with an interest in music. Lecture-demonstration; one two-hour laboratory experiment every other week.

4 semester-hours credit

*Jess Josephs*

T Th 9:30-10:50 a.m.

**CSC 201b Microcomputers and Assembly Language**

**214b Electricity and Magnetism**

Electric and magnetic fields. DC and AC electric circuits. Prerequisite: 115a and b or the equivalent.

4 semester-hours credit

*Melvin Steinberg*

M W F 10:40-11:50 a.m.; lab. Th 1-4 p.m.

**220a Classical Mechanics**

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115a and b.

4 semester-hours credit

*Bruce Hawkins*

M W F 9:20-10:30 a.m.

**222a Relativity and Quantum Physics**

The special theory of relativity, particle and wave models of matter and radiation, atomic structure, and an introduction to quantum mechanics. Prerequisite: 115a and b.

4 semester-hours credit

*Melvin Steinberg*

Lec. M W F 10:40-11:50 a.m.; lab. Th 1-4 p.m.

**224a Electronics**

A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115a and b.

4 semester-hours credit

*Jess Josephs*

T Th 1-4 p.m.

**226a Musical Sound**

For Physics majors. This is Musical Sound 126a with the addition of a special project. Lecture-demonstration; one two-hour laboratory experiment every other week.

4 semester-hours credit

*Jess Josephs*

T Th 9:30-10:50 a.m.

**236b Light**

Reflection and refraction of light. Interference, diffraction, and polarization of light. Lasers and holography. Prerequisite: 115a and b. Offered in alternate years.

4 semester-hours credit

*To be announced*

M W F 8:20-9:10 a.m.; lab. M 1-4 p.m.

**301a, 301b Special Studies**

By permission of the department, for students who have had at least four semester courses in intermediate physics.

4 semester-hours credit

**311a, 311b The Teaching of Physics**

A one- or two-semester course for prospective teachers of secondary school physics.

By permission of the department.

4 semester-hours credit

*Members of the Department*

**[322b Advanced Modern Physics]**

Continuation of the study of atomic structure; molecular spectra; nuclear physics; elementary particles; the solid state physics. Prerequisites: 214b, 222a, and Mathematics 202a or b. To be offered in 1986-87.

4 semester-hours credit

**334a Electrodynamics**

The laws of electricity and magnetism; introduction to Maxwell's equations; electromagnetic waves. Prerequisites: 214b, 220a, and MTH 202a or b.

4 semester-hours credit

*Bruce Hawkins*

M W F 3:10-4 p.m.

**340b Introduction to Quantum Mechanics**

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisite: 220a, 222a, or permission of the instructor.

Offered in alternate years.

4 semester-hours credit

*Sean Sutton*

M W F 9:20-10:30 a.m.

**348a Thermal Physics**

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 220a, 222a, and MTH 202a or b. Offered in alternate years.

4 semester-hours credit

*Malgorzata Pfabé*

M W F 2:10-3 p.m.

## The Major

**Advisers:** Bruce Hawkins, Elizabeth Ivey, Malgorzata Pfabé, Melvin Steinberg, Sean Sutton.

**Adviser for Study Abroad:** Bruce Hawkins.

**Adviser for Secondary School Teaching:** Melvin Steinberg.

Basis: 115a and b.

Requirements: eight semester courses above the basis, including: 214b, 220a, 222a, and one of the following: MTH 201a or b, 202a or b, or 222a. Two of the eight courses may be advanced courses in closely allied departments; at least two must be 300-level physics courses.

Students planning graduate study in physics are advised to include most of the following in their program: [322b], 334a, 340b, 348a.

Recommended courses: CHM 102a and b; MTH 204a.

Each student is expected to participate in a journal club during her senior year. Students are advised to acquire a facility in

computer programming and with machine-shop equipment. A non-credit shop course will be offered during the January inter-term.

## The Minor

**Advisers:** Members of the Department.

The minor in Mathematical Physics is offered for those students interested in the mathematical foundations of physics. Requirements: a total of six courses as follows: PHY 115a and b; PHY 222a; two courses from among MTH 201, MTH 202, MTH 204, MTH 205, MTH 222, MTH 324; and either PHY 214b and PHY 334a; or PHY 222a and PHY 340b.

## Honors

**Director:** Bruce Hawkins.

Basis: Same as that for the major.

### 501 Thesis.

8 semester-hours credit

### 502 Thesis

12 semester-hours credit

Requirements: same as for the major plus an honors project and thesis (501, 502) normally pursued throughout the senior year. An oral defense of the honors thesis.



## Interdepartmental Minor in Political Economy

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### Advisers

Philip Green, Professor of Government, *Director*

†Richard Fantasia, Assistant Professor of Sociology & Anthropology

\*Maurice Isserman, Assistant Professor of History

Cynthia Taft Morris, Professor of Economics

Karen Pfeifer, Assistant Professor of Economics

Andrew Zimbalist, Professor of Economics

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The purpose of the Political Economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The Political Economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the Political Economy minor in that department.

### 1. Theory:

- [ECO 225a Political Economic Analysis]
- [ECO 256a Marxian Political Economy]
- GOV 261a Political Theory of the Nineteenth and Twentieth Centuries, *Philip Green*

### 2. History:

- ECO 208b Problems of the Modern Economy: European Economic History, *Cynthia Taft Morris*

- [HST 256a Industrialization and Social Change in Europe 1750-1914]
- HST 278a Transformation of Work in Nineteenth- and Twentieth-Century America, *Maurice Isserman*
- ECO 285b American Economic History: 1870-1950, *Mark Aldrich*

### 3. Contemporary Applications:

- SOC 212b Class and Society, *Sally Simpson*
- ECO 209b Comparative Economic Systems, *Stuart Brown*
- [ECO 224b Environmental Economics]
- [ECO 257a Growth and Crisis in the U.S. Economy]
- GOV 333b Seminar: The Politics of Capitalism, *Philip Green*
- [ECO 335b Seminar: Technology, the Work Process, and Industrial Democracy]

### 4. Special Studies (PEC 301a, b) will also be proposed, to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.

## Departmental Major and Minor in Psychology

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**Professors**Robert Teghtsoonian, Ph.D., *Chair*

J. Diedrick Snoek, Ph.D.

Frances Cooper Volkmann, Ph.D.

\*Peter Benedict Pufall, Ph.D.

Faye Crosby, Ph.D.

**Adjunct Professor**

Joan E. Morgenthau, M.D.

**Associate Professors**

Donald Baldwin Reutener, Jr., Ph.D.

\*Fletcher A. Blanchard, Ph.D.

Jill G. de Villiers, Ph.D. (Psychology and  
Philosophy)

Peter A. de Villiers, Ph.D.

Randy O. Frost, Ph.D.

**Adjunct Associate  
Professor**

Barbara B. Reinhold, Ed.D.

**Assistant Professors**

†Leanna Standish, Ph.D.

Donna Kiyo Nagata, Ph.D.

Philip K. Peake, Ph.D.

**Visiting Instructor**

Carolyn Palmer, B.S.

**Lecturer**

Anne E. Powell, M.A.

**Assistant in Statistics**

Ann Pufall, B.A.

**Research Associates**

Jean Carl Cohen, Ph.D.

Roberta Collard, Ph.D.

George M. Robinson, Ph.D.

Martha Teghtsoonian, Ph.D.

Steven Trierweiler, Ph.D.

Unless otherwise indicated, 101a or b is  
prerequisite for every further course.

**Introductory Courses****101a Introduction to General  
Psychology**

A survey with emphasis on fundamental  
principles of human and animal behavior.  
Diedrick Snoek, Director.

4 semester-hours credit

*Members of the Department*

Lec. M 9:20-10:30 a.m.; M 7:30-9:30 p.m.;  
(one discussion meeting per week) dis. W  
8-9:10 a.m.; W 9:20-10:30 a.m.; W 10:40-  
11:50 a.m.; W 1-2 p.m.; W 2:10-3 p.m.; F 8-  
9:10 a.m.; F 9:20-10:30 a.m.; F 10:40-11:50  
a.m.; F 1-2 p.m.; F 2:10-3 p.m.

**101b** A repetition of content of 101a  
Self-paced instruction. Independent study  
and a sequence of unit tests (both oral and  
written). Peter de Villiers, Director.

4 semester-hours credit

*Members of the Department*

Section A: M W F 9:20-10:30 a.m.

Section B: M W F 10:40-11:50 a.m.

**102a Introduction to Experimental  
Psychology**

Application of the experimental method to  
problems in psychology. Basic experiments  
in human perception and learning; operant  
conditioning of nonhuman organisms.

Peter de Villiers, Director.

4 semester-hours credit

*Members of the Department*

M W 1-3 p.m.; M W 7:30-9:30 p.m.; T Th  
1-3 p.m.

**102b** A repetition of 102a

Randy Frost, Director.

4 semester-hours credit

*Members of the Department*

T Th 9:30-11:50 a.m.; M W 9:20-11:50 a.m.;

M W 1-3 p.m.; T Th 1-2:50 p.m.; T Th

3-4:50 p.m.

**103a Statistical Methods in Psychology**

Elementary descriptive and inferential statistics as applied to psychological problems.

Enrollment limited to 40. Prerequisite: 101a or b or permission of the instructor.

4 semester-hours credit

*Philip Peake*

M W F 9:20-10:30 a.m. One recommended lab, chosen from W 10:40-11:50 a.m.; W

1-2 p.m.; Th 8-9:20 a.m.; Th 9:30-10:50 a.m.;

Th 11-11:50 a.m. Lab. size limited to 8

students.

**103b** A repetition of 103a

4 semester-hours credit

*Peter Pufall*

Section A: M W F 9:20-10:30 a.m.

Section B: M W F 10:40-11:50 a.m.

Sections limited to 20 students.

One recommended lab. chosen from W

1-2 p.m.; Th 8-9:20 a.m.; Th 9:30-10:50 a.m.;

Th 11-11:50 a.m.; F 9:20-10:30 a.m. Lab. size limited to 8 students.

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**A. General Courses****PPY 209a Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

**276b Psychology of Women**

Exploration of the existence, origins, and implications of the behavioral similarities and differences between women and men.

Topics include sex role stereotypes and sex role development, cross-cultural findings, menstruation, menopause, androgyny, sexism, and the effect of sex roles on women's

self-concept, mental health, sexuality, and marital and occupational status.

4 semester-hours credit

*Faye Crosby*

Lec. M W F 10:40-11:50 a.m.

**[303a Advanced Research Design and Statistical Analysis]**

A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Special emphasis placed on the research interest of the class members. Prerequisites: 103a or b or SSC 190a or b, and 102a or b or permission of the instructor. To be offered in 1986-87.

4 semester-hours credit

**320a Seminar in Environmental Psychology**

Consideration of a wide variety of person-environment interactions, including how the environment is perceived and evaluated, how architectural design controls and constrains behavior, and the effects of human behavior on the nature and quality of the environment. Some background in psychology or some other field related to environmental studies is preferred. (E)

4 semester-hours credit

*Robert Teghtsoonian*

T 3-4:50 p.m.

**PPY 321a Philosophy of Psychology: Explanation and Understanding**

See Interdepartmental and Extradepartmental Course Offerings.

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**B. Psychological Processes****210b Motivation and Emotion**

Major theoretical viewpoints related to the causes of behavior, including motivation and emotions as correlates of instinct, physiological need and drive, reinforcement, and incentive stimulation. Empirical

research linked to underlying theories and both examined in light of persistent questions in the philosophy of science. Specific topics include: aggression, achievement, stress, and development.

4 semester-hours credit

*Faye Crosby*

Lec. M W F 1-2 p.m.

### 216b Perception

Directed reading, discussion, and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch, and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16.

4 semester-hours credit

*Robert Teghtsoonian*

Lec. and lab. T Th 11-11:50 a.m.

### 218b Cognitive Psychology

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory, and decision-making. Experiments conducted in several of these areas. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16.

4 semester-hours credit

*Jill de Villiers*

Lec. and lab. T Th 1-2:50 p.m.; additional lab. hours to be arranged

### PPY 221b Language

See Interdepartmental and Extradepartmental Course Offerings.

### 224b Learning and Behavior Change: Methods, Theory, and Practice

A systematic examination of principles of behavior relevant to current procedures for the establishment, maintenance, and modification of complex human behavior. While the emphasis is distinctly on a functional analysis of human behavior, empirical research with animals is considered as it relates to theoretical issues. Laboratory and

directed practicum projects. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16.

4 semester-hours credit

*Peter de Villiers*

Lec. and lab. T Th 9:30-10:50 a.m.

### 313a Seminar in Psycholinguistics

Topic for 1985-86: Language Acquisition. Consideration of how children develop the linguistic, cognitive, and social skills of a first language. Various handicapping conditions will also be discussed. The course will have a research component and additional hours to be arranged. Prerequisites: PHI 236, PPY 221 or PSY 233. (E)

4 semester-hours credit

*Jill de Villiers*

W 7:30-9:30 p.m.

### [314a Seminar in Foundations of Behavior]

Topic: Work Motivation. Various theories of work motivation that concern the behavior of workers over time (e.g., a career). Particular attention to identifying and understanding those conditions that influence the energizing, direction, and maintenance of behaviors relevant in work or career settings. Prerequisite: 210a, 224b, 278b or permission of the instructor. To be offered in 1986-87.

4 semester-hours credit

## C. Physiological Psychology

### 211a Physiological Psychology I

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal, and neurochemical bases of behavior in both normal and clinical examples. Major topics include sensory, motor, regulatory, emotional, sexual, and linguistic behavior, with special emphasis on the physiological bases of learning. Prerequisite: 101a or b, or BIO 101a or b.

4 semester-hours credit

*Beth Powell*

Lec. M W F 10:40-11:50 a.m.



**212b Developmental Psychobiology**

Effects of genetic and early environmental influences on the development of sensory and motor systems, biochemical mechanisms, and complex behavioral functions. A partial list of topics includes effects of drugs and hormones, sensory deprivation, malnutrition, and social isolation and enrichment. Concepts of plasticity and critical periods in neural, biochemical, and behavioral development. Prerequisite: 211a, BIO 101a or b, or permission of the instructor.

4 semester-hours credit

*Beth Powell*

Lec. and lab. M W F 8-9:10 a.m.

**[311a Physiological Psychology II]**

First semester of advanced one-year laboratory course. Topics include neuroanatomical and neurophysiological substrates of sensation and perception, coordinated movement, and consciousness and attention. Prerequisites: 102a or b, 211a, and BIO 101a or b, or permission of the instructor. Enrollment limited to 16.

To be offered in 1986-87.

4 semester-hours credit

**[311b A continuation of 311a]**

Topics include neuroanatomical and neurophysiological substrates of language, and biochemical and cellular substrates of regulatory mechanisms, mental disorders, and learning. Prerequisite: 311a. To be offered in 1986-87.

4 semester-hours credit

**[316b Seminar in Biopsychology]**

Advanced study of selected brain-behavior relations. May include lecture-discussions and seminars; also laboratory work or field trips where appropriate. Prerequisite: 211a, 212b, or permission of the instructor. To be offered in 1986-87.

**D. Developmental Psychology**

Director of the Child Study Committee:  
Peter Pufall.

**233a Child Development**

A review of theory and research of the development of social, cognitive, and symbolic functioning in children. Developmental patterns in each area examined with respect to biological, familial, and cultural influences. One observational hour per week in the Campus School, to be arranged.

4 semester-hours credit

*Carolyn Palmer*

Lec. T Th 9:30-10:50 a.m.

**235b Experimental Study of the Behavior of Children**

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, spatial perception and representation, sex differences and sex roles. Prerequisites: 102a or b and 233a, or permission of the instructor. Enrollment limited to 16.

4 semester-hours credit

*Peter Pufall*

Lec. and lab. T Th 11-11:50 a.m., T 3-4:50

**EDC 238b Educational Psychology****241b Psychology of Adolescence**

Problems of role and identity in relation to adolescents' needs for acceptance, autonomy, and intimacy.

4 semester-hours credit

*Carolyn Palmer*

Lec. M W F 1-2 p.m.

**243a Adult Development**

The study of lives from a life-cycle perspective, with special emphasis on the adult lives of women as compared to men. Topics include psychological theories of life-cycle, longitudinal and psycho-biographical approaches, career development, friendship and love relationships, pregnancy and parenthood, retirement and old age.

4 semester-hours credit

*Diedrick Snoek*

Lec. M W F 3:10-4 p.m.

### 333b Seminar in Child Development

The examination of infant development. Topics include cognitive, perceptual, and social-affective development. Prerequisite: 233a or permission of the instructor.

4 semester-hours credit

*Carolyn Palmer*

M 2:10-4 p.m.

### 340b Seminar in Gender and the Life Course

Exploration of topics in psychological development across the life span from the perspective of contemporary theories about gender. How do social definitions of the meaning of gender affect orientations to and behavior with respect to such topics as achievement, autonomy, identity, and intimacy and sexuality? Prerequisite: 233a or b or 241b or 243a. (E)

4 semester-hours credit

*Diedrick Snoek*

W 7:30-9:30 p.m.

## E. Clinical Psychology

### 252a Abnormal Psychology

A study of neuroses, psychoses, and other personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness.

4 semester-hours credit

*Randy Frost*

Lec. M W F 10:40-11:50 a.m.

### 253b Child Clinical Psychology

Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 252.

4 semester-hours credit

*Donna Nagata*

Lec. T Th 9:30-10:50 a.m.

### 254a Clinical Psychology

An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention to the conceptual and methodological issues facing the clinical psychologist, assessment and treatment of psychopathology, forms of psychotherapy, and evaluation of the success of psychological interventions. Prerequisite: 252.

4 semester-hours credit

*Donna Nagata*

Lec. T Th 9:30-10:50 a.m.

### 258b Experimental Investigation in Clinical Psychology

An examination of research in health psychology and behavioral medicine. Focus on behavioral and personality factors in the development of illness, and psychological treatments for physical disorders. Prerequisite: 102a or b.

4 semester-hours credit

*Randy Frost*

Lec. and lab. M W F 9:20-10:30 a.m.

### 352b Seminar in Advanced Abnormal Psychology

Examination of community mental health and community psychology approaches to conceptualizing and treating mental health problems. Prerequisite: 252.

4 semester-hours credit

*Donna Nagata*

Th 1-2:50 p.m.

### 354a Seminar in Clinical Psychology

Mood Disorders. An examination of psychopathology related to moods, their etiology, and their treatment. Special focus on depression, dysphoria, mania, and bipolar disorders. Prerequisite: 252 or 254.

4 semester-hours credit

*Randy Frost*

T 1-2:50 p.m.

## F. Social and Personality Psychology

### 250a Psychology of Personality

The study of the origin, development, structure, and dynamics of personality from a variety of theoretical perspectives.

4 semester-hours credit

*Philip Peake*

Lec. M W F 10:40-11:50 a.m.

### 255b Personality Assessment and Research

An introduction to techniques in personality measurement and experimentation. The use of personality scales, behavioral observation, and interviews in the design of personality research. Prerequisites: 102a or b, 250b or permission of the instructor.

4 semester-hours credit

*Philip Peake*

Lec. and lab. T Th 1-2:50 p.m.

### 270b Social Psychology

The study of social behavior considered from a psychological point of view. Topics include: small group behavior, interpersonal attraction, prosocial behavior, person perception, attitude acquisition and change, leadership, conformity, aggression, and prejudice.

4 semester-hours credit

*Fletcher Blanchard*

Lec. M W F 10:40-11:50 a.m.

### 272a Experimental Study of Social Behavior

An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected, current research problems concerning social behavior. Prerequisites: 102a or b and 270b, or permission of the instructor. Enrollment limited to 16.

4 semester-hours credit

*Faye Crosby*

Lec. and lab. M W 1-3 p.m.

### 278b Behavior in Organizations

The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 24. Prerequisite: 270b or permission of the instructor.

4 semester-hours credit

*Diedrick Snoek*

Lec. and lab. T Th 1-2:50 p.m.

### 350b Seminar in Personality

Persons, Situations, and Behavior.

4 semester-hours credit

*Philip Peake*

W 2-4 p.m.

### 370b Seminar in Social Psychology

Topic for 1985-86: Social Psychology of the Judicial Process. Consideration of the behavior of attorneys, judges, defendants, and jurors from a social psychological perspective. Prerequisite: 270b or permission of the instructor.

4 semester-hours credit

*Fletcher Blanchard*

T 1-2:50 p.m.

### 301a, 301b Special Studies

By permission of the department, for qualified junior and senior majors.

4 semester-hours credit

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Peter de Villiers.

**Basis:** 101a or b, 102a or b, and 103a or b.

**Requirements:** 10 semester courses including the basis. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas as well as adequate depth in at least one area. In constructing a major program, adequate depth is considered to be achieved by selecting three courses in one of the five areas B-F, and sufficient breadth

by selecting at least one course from each of three additional areas of the six areas A-F.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

## **The Minor**

**Advisers:** Members of the Department.

**Requirements:** six semester courses including two of the three courses which comprise the basis for the major, and four additional courses selected from at least

two of the six areas A-F. In addition, one of these four courses must either be a laboratory or a seminar.

## **Honors**

**Director:** Donna Nagata.

**Basis:** 101a or b, 102a or b, 103a or b, and one other semester course.

### **501a Thesis.**

8 semester-hours credit

### **502 Thesis**

12 semester-hours credit

**Requirements:** 10 semester courses including the basis. Normally an honors student will undertake a year-long thesis (502) for 12 semester-hours credit. Under the condition of accelerated graduation, a student may elect 501a for 8 semester-hours credit. Further requirements include special honors examinations. It is recommended that students elect a laboratory or seminar in the area of the thesis topic prior to the senior year.



## Interdepartmental Minor in Public Policy

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### Director

Donald Baumer, Associate Professor of Government

### Associate Professor

Martha Fowlkes, Ph.D.

### Advisers

†Randall Bartlett, Associate Professor of Economics  
John Burk, Professor of Biological Sciences  
Allen Curran, Professor of Geology  
Donna Robinson Divine, Government  
Martha Fowlkes, Associate Professor of Public Policy  
Andrew Zimbalist, Professor of Economics

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The Program in Public Policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program can be taken as individual, interdisciplinary complements to departmental offerings. The minor in Public Policy is designed to be a valuable complement to majors in both the social and natural sciences.

### GOV 207a Politics of Public Policy

For 1985-86 this course will replace PPL 220a. Students interested in completing the minor should enroll in GOV 207a.

4 semester-hours credit

### [220a Public Policy Analysis]

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also ones whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. Prereq-

uisites: ECO 150a or b. Recommended: one course in American government.

4 semester-hours credit

### [252b Science, Technology, and Public Policy]

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management. Colloquium limited to 25. Prerequisites: 220a and two semesters of science (physics, chemistry, biology, or geology) or permission of the instructors. Alternates with Government 305a.

4 semester-hours credit

### 254b Agriculture and Public Policy in the United States

A scientific and political examination of American agriculture, which is intended to help students understand how agricultural policy affects people in the United States individually and collectively. Topics to be covered include: genetic engineering, food nutrition, fertilizers and pesticides, migrant and seasonal farm workers, and policies of

the Reagan Administration. Lectures and discussions will be augmented with films and field trips. (E)

4 semester-hours credit

*Philip Reid (Biology)*

*Donald Baumer (Government)*

M W F 2:10-3 p.m.

### [255a Education and Public Policy]

An examination of the ways in which education promotes and inhibits social change and an analysis of the attendant public policy debates. Topics include the relation of education to skill acquisition, economic growth, social mobility, sexism, racism, and the distribution and use of political power. Prerequisite: 220a or permission of the instructor.

4 semester-hours credit

### [258a Drugs and Public Policy]

An examination of the development, cultural uses, and social control of drugs (both legal and illicit). Discussion of the roles of science, medicine, consumers, industry, and government in the development of drug-related public policy. Topics include testing of new drugs, models of scientific decision making, federal regulation, product liability, and risk assessment. PPL 220 recommended. (E)

4 semester-hours credit

### 260b Environmental Toxins in the Community

This course will examine social and technical factors in the response to and management of residential exposure to environmental contaminants. Topics will include the study of technological disaster as a special category of disaster; the emergence of the environmental movement; hazardous waste regulations; community and expert response and interaction. Course material will include case studies of the actual experiences of communities at risk. (E)

4 semester-hours credit

*Martha Fowlkes (Public Policy)*

T TH 9:30-10:50 a.m.

### 265a Water and Policy: Sources, Uses, and Social Control

Examination of issues surrounding the availability and use of water resources: the hydrologic cycle, economic uses of water, methods of allocating water to different uses, problems of pollution, assurance of adequate supplies and quality. Case studies of selected water systems and policy problems. Prerequisite: PPL 220 or permission of the instructors. Offered in alternate years. (E)

4 semester-hours credit

*Frederick Leonard (Economics), Robert Burger (Geology)*

M W F 9:20-10:30 a.m.

### 301a, 301b Special Studies

By permission of the director.

4 semester-hours credit

### [303b Public Policy for Marine and Coastal Resources]

The nature and occurrence of biologic and mineral marine resources, coastal marine resources, the coastal environment, and an analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biologic nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues. Prerequisite: 220a or permission of the instructors. (E)

4 semester-hours credit

### 390b Senior Public Policy Workshop

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups which recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in Public Policy.

4 semester-hours credit

*Deborah Haas-Wilson (Economics)*

Th 3-4:50 p.m.

## The Minor

**Director:** Donald Baumer.

**Advisers:** Randall Bartlett, Economics; John Burk, Biological Sciences; Allen Curran, Geology; Donna Divine, Government; Martha Fowlkes, Public Policy; Andrew Zimbalist, Economics.

The minor in Public Policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the

content of contemporary policy issues. It is designed to be a valuable complement to majors in both the social and natural sciences. The minor consists of six courses:

PPL 220a Public Policy Analysis

Any two Public Policy electives

Any two courses from departmental offerings which have substantial policy content (to be selected in consultation with a minor adviser)

PPL 390b Senior Public Policy Workshop

## Departmental Major and Minor in Religion & Biblical Literature

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### Professors

Sten Harold Stenson, Ph.D.

Bruce Theodore Dahlberg, M.Div., Ph.D.

†Jochanan H. A. Wijnhoven, Ph.D.

Taitetsu Unno, Ph.D.

Robert Mitchell Haddad, Ph.D. (Religion & Biblical Literature and History)

Thomas Sieger Derr, Jr., M.Div., Ph.D.

D. Dennis Hudson, Ph.D., *Chair*

Karl Paul Donfried, Dr.Theol.

†Quentin Quesnell, S.S.D.

†Jean Higgins, Ph.D.

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### Assistant Professor

John W. Betlyon, Ph.D.

Colloquia are primarily reading and discussion courses limited to 25 students.

### 100-Level Courses

#### 101a Religion as a Human Experience

Interpretations of religion by its exponents and critics in theology, philosophy, literature, and the social sciences. Readings from Graham Green, C. G. Jung, C. S. Lewis, Paul Tillich, Elie Wiesel, and others. Bruce Dahlberg, Director.

4 semester-hours credit

*Members of the Department*

Lec. and dis. T Th 9:30-10:50 a.m.

#### 103b Judaism, Christianity, and Islam

An introduction to the monotheistic traditions of Middle Eastern origin: their faith, practice, and interaction. Occasional films. Sten Stenson, Director.

4 semester-hours credit

*Members of the Department*

Lec. T Th 9:30-10:50 a.m.

#### 104a Eastern Religious Traditions

Great religious leaders and texts of the non-Western world in their cultural con-

texts, e.g., Hindu, Buddhist, Confucian, and Taoist traditions. Some attention given to beliefs and rituals as expressed in art and architecture. Occasional films. Taitetsu Unno, Director.

4 semester-hours credit

*Members of the Department*

T Th 11-11:50 a.m., and a third hour to be arranged

#### 110b Thematic Studies in Religion

Directed discussion of themes and approaches to the study of religion.

4 semester-hours credit

#### [A. Religion as Folklore, Ancient and Modern]

Introduction to the mechanics of oral literature in both ancient and modern settings. Readings include a Canaanite cosmogony, Babylonian creation epics, Hesiod's *Theogony*, *The Nibelungenlied*, *Arthurian Romances*, and examples of Westerns and science fiction.

#### [B. Jewish-Christian Relations]

An introductory survey focusing on the major stages in the development of Jew-



ish-Christian relations; the changing religious perspectives of each community; the varieties of interaction including conversion, disputation, persecution, assimilation, encounter.

### C. Poetry as Contemplation

The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist, and Buddhist ideas on such topics as language and reality, discursive and nondiscursive thinking, self and world, and nature as revelation.

*Taitetsu Unno*

T 3-4:50 p.m.

### D. Jesus, Politics, and Society

A study in the message and purpose of Luke-Acts. A survey of Luke's portrayal of Jesus' social and political attitudes in light of the religious, political, and economic milieu of the New Testament period.

*Karl Donfried*

W 7:30-9:30 p.m.

### [E. Feminine Myths, Images, and Symbols

A survey of theological, literary, and artistic images of the feminine in the religious traditions of the West. Emphasis on the symbolic significance of Eve and Mary as prototypes of womanhood. Primary and secondary source readings supplemented by illustrated lectures. To be offered in 1986-87.

### [185 Biblical Hebrew]

Introduction to the Hebrew language. Elements of grammar with readings from the Hebrew Scriptures. Alternates with 285a and b.

4 semester-hours credit

### [188a Sacred Texts from Music and Art]

The texts of selected religious songs, carols, and chants from the medieval, renaissance, and reformation periods. Iconographic and ornamental religious texts from paintings,

frescoes, and woodcuts of the same periods. The spirituality, devotion, and popular theology of the thought world they reveal. Texts translated from the original Latin, French, or German; knowledge of these languages helpful but not necessary.  
4 semester-hours credit

## 200-Level Courses

No prerequisites unless specified.

### 210a Introduction to the Bible I

The Hebrew Scriptures (Old Testament). The religion of ancient Israel—its story, law, and myth; the great prophets; the Wisdom tradition; apocalyptic; the Psalms.

4 semester-hours credit

*Bruce Dahlberg*

T Th 8-9:20 a.m.

### 220b Introduction to the Bible II

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community. Illustrated lectures.

4 semester-hours credit

*Karl Donfried*

T 1-2:50 p.m., Th 1-2 p.m.

### [222c Excavation of Tell el-Hesi in Israel]

Basic training in archaeological field techniques, with particular attention to Palestine in the Biblical period. Previous archaeological experience not expected; admission is by application to the instructors. Fee extra. Next offered, summer 1986 (tentative). For alternative fieldwork opportunities, consult members of the archaeology minor advisory committee.

4 semester-hours credit

### 225a The Mediterranean World of the Early Christian Apostles

The integration of Biblical and historical studies, geographical setting, and available archaeological materials to create a sense of the first-century religious and social context

of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus, and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the book of Acts. Illustrated lectures.

4 semester-hours credit

*Karl Donfried*

T 3-4:50 p.m., Th 3-4 p.m.

### **230b Western Christian Thought and Worship (30-1100)**

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism, and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians, and the beginnings of Medieval Christianity. Occasional films.

4 semester-hours credit

*Karl Donfried*

T 3-3:50 p.m., Th 3-4:50 p.m.

### **231a Eastern Christian Thought and Worship**

A survey of the theology and history of the Orthodox, Monophysite, and Nestorian churches of the East from their origins to the modern era, with special emphasis upon their interaction with one another, with Islam, and with the churches and secular ideologies of the West.

4 semester-hours credit

*Robert Haddad*

M W F 10:40-11:50 a.m.

### **[232b Western Christian Thought and Worship (1100-1800)]**

An historical survey of religious life and thought from Anselm to Kierkegaard. Changing understanding of God, self, and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic Reformations, the rise of modern science, the philosophic systems of the seventeenth century, and into the Enlightenment. Theological, philo-

sophical, mystical, scientific, and literary readings, supplemented by art and music.

4 semester-hours credit

### **JUD 234a An Introduction to Rabbinic Literature**

#### **[235a The Jews of the Middle Ages]**

Confrontation of Judaism with Christianity and Islam in the Medieval period. Medieval Jewish philosophy and mysticism. Offered in alternate years. To be offered in 1986-87.

4 semester-hours credit

#### **[236a The Emergence of Contemporary Judaism]**

Moses Mendelsohn; enlightenment and Judaism. Hasidism. The Jewish emancipation and liberalism. The rise of Reform. Zionism and modern anti-Semitism. Rosenzweig, Buber, and contemporary trends in Judaism. Offered in alternate years.

4 semester-hours credit

### **237b Religion in America**

Religious thought and institutions, and their influence on American culture. Major denominations and thinkers from the seventeenth century to the present.

4 semester-hours credit

*Thomas Derr*

M W F 9:20-10:30 a.m.

### **[240a Introduction to Theology and Contemporary Christian Thought]**

Old questions and some new answers about God and Christ, sin and salvation, mysteries and sacraments, time and eternity. New questions from liberation theology, feminist theology, evangelical theology, and others. Leading men and women theologians on the contemporary scene. To be offered in 1986-87.

4 semester-hours credit

### **[ANT 243b Symbolic Reality of Woman: Hindu and Western]**

**[245a Theological Themes in Fiction and Fantasy]**

An introduction to theological themes through the medium of imagination. Theoretical basis for this approach in a sacramental universe. Concrete illustrations in film and in readings from storytelling theologians and theologically illuminating storytellers like Kafka, LeGuin, Greene, Endo, L'Engle, and Flannery O'Connor. To be offered in 1986-87.

4 semester-hours credit

**250a Social Ethics I**

Religion as a basis for social ethics. Natural law and situational morality; love, justice, and punishment; sexuality, marriage, and divorce; population control; death and dying; abortion, genetic control, and other topics in medical practice; race relations.

4 semester-hours credit

*Thomas Derr*

M W 9:20-10:30 a.m.

**[250b Social Ethics II]**

The bearing of religious ethics on the understanding of the state, the economic order, and international affairs. Power, violence, and vengeance; revolution and order; civil disobedience; human rights; liberation theology and Marxism; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty.

4 semester-hours credit

**[SOC 255b Sociology of Religion]****260b Psychology of Religion**

The nature of religious consciousness. A study of classic and contemporary authors such as James, Freud, Jung, Erikson, N. O. Brown, Becker, and others.

4 semester-hours credit

*Sten Stenson*

M W F 9:20-10:30 a.m.

**[261a Religion, Science, and Technology]**

An interdisciplinary examination of the intellectual and institutional relations among religion, science, and technology.

Analysis and comparison of the symbolic structures of religion, science, and technology. Special attention to the way in which Western and Eastern religious traditions have influenced the development of science in their respective cultures. Enrollment limited to seniors and juniors, sophomores by permission. To be offered in 1986-87. (E)

4 semester-hours credit

**263a Philosophy of Religion**

Problems and proposed solutions regarding the nature of religious meaning, evidence, truth. Examples of historic philosophies of religion. The relation of religion to science and to other forms of understanding. The function of myth, liturgy, and other kinds of religious expression.

4 semester-hours credit

*Sten Stenson*

T Th 11-11:50 a.m. and third hour to be arranged

**269b Phenomenology and Existentialism**

A historical introduction to phenomenology and existentialism and to certain topics regarding consciousness, intentionality, transcendence, and other existential categories. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Jaspers, Marcel, and others.

4 semester-hours credit

*Sten Stenson*

M W F 10:40-11:50 a.m.

**270a Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500**

An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita, and others.

4 semester-hours credit

*Dennis Hudson*

M W F 10:40-11:50 a.m.



**270b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present**

An introduction to the religious thought of Sankara, Ramanuja and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna, and others.

4 semester-hours credit

*Dennis Hudson*

M W F 10:40-11:50 a.m.

**271a Buddhist Thought I**

Enduring patterns of Buddhist thought concerning the interpretations of man, life, world, nature, good and evil, love, wisdom, time, and enlightenment in the religious philosophical, and ethical teachings of Buddhism in India, China, and Japan.

4 semester-hours credit

*Taitetsu Unno*

T Th 9:30-10:50 a.m.

**[271b Buddhist Thought II]**

Analysis of the interaction among philosophical ideas, religious practices, and socio-historical forces in the formation of the Mahayana schools of East Asia. Discussion of principal teachings and their impact on Chinese and Japanese civilization. To be offered in 1986-87.

4 semester-hours credit

**[273b Chinese Buddhism and Buddhist Art]**

The historical evolution of Chinese Buddhism, developments in Buddhist thought, and their expression in sculpture, painting, and architecture from the third century to the modern period. (E)

4 semester-hours credit

**[274b Japanese Buddhism and Japanese Art]**

Major historical developments in Japanese Buddhism, beginning in the sixth century, and its expressions in architecture, sculpture, and painting. Readings of Buddhist

texts in translation and study of the principal ideas of Sanron, Hosso, Kegon, Shingon, Tendai, Pure Land and Zen Schools as they relate to diverse artistic achievements. (E)

4 semester-hours credit

**275b Islam**

Sources and development: the Prophet, the Qur'an, theology, philosophy, mysticism, and the nature of political authority. Contemporary Islam in the Middle East, India, and Africa.

4 semester-hours credit

*Robert Haddad*

M W F 10:40-11:50 a.m.

**[285a Hebrew Religious Texts]**

Readings with introduction and discussion of Hebrew texts from the Prophets, the Dead Sea Scrolls, and the Mishnah. Prerequisite: 185 or permission of the instructor. Alternates with 185. To be offered in 1986-87.

4 semester-hours credit

**[285b Hebrew Religious Texts]**

Selections from medieval Jewish philosophy, mysticism, and poetry (Maimonides, Judah ha-Levi, and others). Prerequisite: 185 or permission of the instructor. Alternates with 185.

4 semester-hours credit

**287a Greek Religious Texts**

Reading and discussion of New Testament texts in the original. Prerequisite: GRK 111 or the equivalent.

4 semester-hours credit

*Karl Donfried*

Th 7:30-9:30 p.m.

**300-Level Courses**

No prerequisites unless specified.

**311b Colloquium: Issues in Biblical Interpretation**

Changing views of the authority of Scripture for faith and practice. Ancient and



modern ways of interpreting the text. Readings in classical and contemporary writings on the study of the Bible. Effect of scholarship on devotional and liturgical use of Scripture. Ideological critiques of the Bible in Black Liberation, Feminism, Marxism, and other movements.

4 semester-hours credit

*Bruce Dahlberg*

Th 1-2:50 p.m.

### 312b Archaeology and the Bible

Archaeology as a research tool of the historian and Biblical scholar. Methods of excavation; evaluation and dating of artifacts.

Illustrated lectures; discussion of selected field reports and related literature from major excavation sites. Implications for understanding Biblical history and religion.

4 semester-hours credit

*Bruce Dahlberg*

T 1-2:50 p.m.

### [320b Colloquium: New Testament]

To be offered in 1986-87.

4 semester-hours credit

### [330b Colloquium: Historical Theology]

4 semester-hours credit

### [333b Colloquium: Theological Tendencies in Early Christianity]

4 semester-hours credit

### 353a Seminar: Medical Ethics

The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans, and other issues.

4 semester-hours credit

*Thomas Derr*

M 7:30-9:30 p.m.

### [360b Colloquium: Phenomenology of Religion]

Varieties of religious experiencing. The essence and manifestation of the Sacred. A cross-cultural and phenomenological study of religious consciousness.

4 semester-hours credit

### 370b Colloquium: Hindu Religious Traditions

Topic for 1985-86: The Goddess and the Feminine in India. An interdisciplinary examination of myths, symbols, rituals, and theologies that portray Sacred Power, or God, as female; and of the life, thought, and social organization of South Asians who experience that Power as feminine. Topics considered will include the importance of the concepts of shakti, sati, and shri in defining femininity; the use of gender symbols in structuring the pantheon and defining the relation of deity and devotee; the understanding of the female body in relation to society and cosmos; and the place of male and female in rites of passage. All classes will be held at Amherst College.

Prerequisite: permission of the instructor.

Topic to be offered once only. (E)

4 semester-hours credit

*Dennis Hudson* (Smith)

*Veena Das* (Amherst)

T Th 2-3:30 p.m.

### 371b Seminar: Problems in Buddhist Philosophy

Topic for 1985-86: East-West Dialogue in the Kyoto School of Philosophy.

4 semester-hours credit

*Taitetsu Unno*

Th 3-4:50 p.m.

### JUD 380b Seminar: Women in Jewish Tradition and Literature

### [382b Directed Readings in Religious Texts: Hebrew, Greek, or Latin]

Prerequisite: one of the following (or the equivalent): GRK 111; LAT 111; or REL 185.

Admission by permission of the instructors.

4 semester-hours credit

## Special Studies

### 301, 301a, 301b Special Studies

By permission of the department, for senior majors who have had four semester courses above the introductory level.

4 semester-hours credit

## Graduate

**Adviser:** Bruce Dahlberg.

### 480a, 480b Advanced Studies

4 semester-hours credit

### 485 Research and Thesis

8 semester-hours credit

### 485a, 485b Research and Thesis

4 or 8 semester-hours credit

Because the department's course offerings for graduate study are limited, admission to graduate study in religion will normally be restricted to qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by College rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the complete thesis is expected.

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** John Betlyon.

**Requirements:** 10 semester courses, including at least one from each of the following four groups:

- Biblical Studies: 210a, 220b
- Judaism and Christianity: 230b, 231a, [232b], 234a, [235a], [236a]

Contemporary Religious and Ethical Thought: [240a], 250a, [250b], [252a], 260b, 263a

Hinduism, Buddhism, and Islam: 270a, 270b, 271a, [271b], 275b

Not more than two 100-level courses can be counted toward the major, except that beginning language courses in the department may be counted above the limit of two. Related courses outside the department may be counted toward the major only with the approval of the department.

## The Minor

**Advisers:** Members of the Department.

**Requirements:** five semester courses including at least one course from three of the following four groups:

- Biblical Studies: 210a, 220b
- Western Religious Traditions: 230b, 231a, [232b], 234a, [235a], [236a]
- Eastern Religious Traditions: 270a, 270b, 271a, [271b], 275b
- Contemporary Religious and Ethical Thought: [240a], [245a], 250a, 250b, 260b, 263a

Not more than one 100-level course may be counted toward the minor.

## Honors

**Director:** Bruce Dahlberg.

### 501 Thesis

8 semester-hours credit

**Requirements:** same as for the major and a thesis (501), normally written in both semesters of the senior year, with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year.

# Departmental Majors in Russian Language & Literature

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**Professor**

Maria Němcová Banerjee, Ph.D.

**Assistant Professor**

Susan Scotto, Ph.D.

**Associate Professors**

Igor Zelljadt, M.A.

Alexander Woronzoff, Ph.D., *Chair*

**Visiting Lecturer**

Lidia Pacira, Ph.D.

**A. Language****101 Elementary Course**

Four class hours and laboratory.

8 semester-hours credit

*Susan Scotto*

M W F 10:40-11:50 a.m.

**102 Intermediate Course**

General grammar review. Selections from Russian texts, not exclusively literary. Pre-requisite: 101 or the equivalent.

8 semester-hours credit

*Susan Scotto, Lidia Pacira*

M W F 9:20-10:30 a.m.

**111D Intensive Course**

Seven class hours and laboratory work.

12 semester-hours credit

*Igor Zelljadt*

M W F 10:40-11:50 a.m.; T Th 11-11:50 a.m.

and one hour to be arranged

**231a Advanced Course**

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 102 or permission of the instructor.

4 semester-hours credit

*Lidia Pacira*

M W F 9:20-10:30 a.m.

**231b Advanced Course**

A continuation of 231a, including extensive translation of current material from Russian to English and intensive practice in writing.

Prerequisite: 231a.

4 semester-hours credit

*Igor Zelljadt*

M W Th F 9:20-10:30 a.m.

**[338a Studies in Language and Literature]**

Advanced study of literary and nonliterary texts, with emphasis on written Russian.

Prerequisite: 231b or permission of the instructor. To be offered in 1986-87.

4 semester-hours credit

**[338b Studies in Language and Literature]**

Advanced study of selected literary and nonliterary texts, with emphasis on spoken Russian: discussion, conversation, oral

reports. Prerequisite: 338a or permission of the instructor. To be offered in 1986-87.

4 semester-hours credit

**[343b Seminar in the History of the Russian Language]**

A survey of the origin and development of the Russian language, its sounds, vocabulary, and grammatical forms, from the beginning to the present. Lectures and anal-

ysis of selected illustrative texts. Prerequisite: 231a and b or the equivalent, or permission of the instructor. To be offered in 1986-87 (tentative).  
4 semester-hours credit

## B. Literature

### [226a Readings in Nineteenth-Century Russian Literature]

To be offered in 1986-87.  
4 semester-hours credit

### 226b Readings in Twentieth-Century Russian Literature

Topic for 1984-85: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation.

4 semester-hours credit

*Susan Scotto*

M W F 1-2 p.m.

### [235a Tolstoy]

In translation. To be offered in 1986-87.  
4 semester-hours credit

### 235b Dostoevsky

In translation.

4 semester-hours credit

*Maria Banerjee*

T Th 9:30-10:50 a.m.

### [236a Russian Drama]

In translation. Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov, and some recent works. To be offered in 1986-87.

4 semester-hours credit

### 237a The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*

Examination of the changing portrayal of the exemplary female identity and destiny

and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (eighteenth century), and the age of romantic realism. In translation.

4 semester-hours credit

*Maria Banerjee*

T Th 9:30-10:50 a.m.

### 239a Major Russian Writers

Topic for 1985-86: Anton Chekhov. Chekhov's sketches, stories, novellas, and plays will be considered with reference to biography, letters, and other secondary sources. (E)

4 semester-hours credit

*Susan Scotto*

M W F 1-2 p.m.

### 301, 301a, 301b Special Studies in Language or Literature

By permission of the department, for majors who have had four semester courses above the introductory level.

4 semester-hours credit

### [333a Literature of the Nineteenth Century]

Development of Russian realism. Study of some typical works of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov, with discussion of important trends in social and aesthetic ideas which they exemplify. In Russian. Prerequisite: 231a and b or the equivalent or permission of the instructor. To be offered in 1986-87.

4 semester-hours credit

### [333b A continuation of 333a]

To be offered in 1986-87.

4 semester-hours credit

### 340b Seminar: Russian Thought

In translation. Prerequisites: HST 239b and 240b and one intermediate semester course in Russian literature, and permission of the instructor.

4 semester-hours credit

*Maria Banerjee*

T 3-4:50 p.m.



**[342b Seminar: Soviet Russian Literature]**

Poems, plays, and novels of selected Soviet authors considered as works of literary art and as illustrations of the social, economic, and political conditions of the period. Prerequisite: 226b or one intermediate semester course in Russian literature.

4 semester-hours credit

**[346a Seminar: Pushkin and His Age]**

Conducted in English with reading in Russian. Prerequisites: three years of Russian or the equivalent, and permission of the instructor.

4 semester-hours credit

## The Majors

Adviser for Study Abroad: Susan Scotto.

### Russian Literature

Advisers: Members of the Department.

Basis: 102, [226a] or 237a, and 226b.

Six required courses: 231a and 231b; HST 239a and HST 240b; two of the following: [235a], 235b, [236a], 239a.

Strongly recommended: [333a], [333b], [338a], [338b].

One required seminar: 340b or [342b] or [343b] or [346a].

### Russian Civilization

Advisers: Members of the Department, and Joan Afferica (History), Ann Phillips (Government), Stuart Brown (Economics).

Basis: 102, HST 239a, and HST 240b.

Five required courses: 231a and 231b; two of the following: [226a], 226b, [235a], 235b, [236a], 237a, 239a; one of the following: GOV 222a, ECO 209b.

Strongly recommended: [333a], [333b], [338a], [338b].

One required seminar: GOV 325b or 347a or ECO [305a] or HST 339b; or RUS [337a] or 340b or [342b] or [343b] or [346a].

### Honors

Director: Maria Banerjee.

#### 501a Thesis

8 semester-hours credit

#### Russian Literature

Basis: same as for Russian Literature major.

Required courses: same as for Russian Literature major. In addition, a thesis written in the first semester of the senior year.

#### Russian Civilization

Basis: same as for Russian Civilization major.

Required courses: same as for Russian Civilization major. In addition, a thesis written in the first semester of the senior year.

## Departmental Majors and Minors in Sociology & Anthropology

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### Professors

Peter Isaac Rose, Ph.D.  
Myron Peretz Glazer, Ph.D.  
Elizabeth Erickson Hopkins, Ph.D.

### Associate Professors

†Joan Lennox, M.S.S.W., M.F.A.  
Wendy Glasgow Winters, Ph.D.  
Arthur Shattuck Parsons, M.C.P., Ph.D.,

*Chair*

<sup>2</sup>Patricia Y. Miller, Ph.D.

### Adjunct Associate Professor

†Catherine K. Riessman, Ph.D.

### Assistant Professors

Frédérique Apffel Marglin, Ph.D.  
\*\*Richard J. Parmentier, Ph.D.  
†Richard Fantasia, Ph.D.

### Visiting Assistant Professors

Ullica Christina Segerstrale, Ph.D.  
Donald Joralemon, Ph.D.  
Sally Simpson, Ph.D.

## Sociology

The prerequisite for all courses in Sociology is 101a or 101b, or permission of the instructor.

### 101a, 101b Introduction to Sociology

Perspectives on society, culture, and social interaction. Topics include: community, class, ethnicity, family, sex roles, and deviance. Myron Glazer, Director. Colloquium format, meeting.

4 semester-hours credit

First semester:

M W 9:20-10:30 a.m., *Arthur Parsons*;

T Th 9:30-10:50 a.m., *Myron Glazer*;

W F 10:40-11:50 a.m., *Sally Simpson*;

T Th 1-2:50 p.m., *Ullica Segerstrale*;

W F 10:40-11:50 a.m., *Wendy Winters*

Second semester:

W F 8-9:10 a.m., *Myron Glazer*;

M W 10:40-11:50 a.m., *Sally Simpson*;

M W F 1-2 p.m., *Sally Simpson*;

T Th 9:30-10:50 a.m., *Ullica Segerstrale*

### 201b Methods of Social Research

An introduction to the logic and methods of social research, designed to develop skill

in research design and techniques. SSC 190a or b recommended but not required. 4 semester-hours credit

*Patricia Miller*

T Th 3-4:50 p.m.

### [PHI 203b Knowledge and Society]

### 210a Deviant Behavior

An exploration of theories of deviance and social disorganization, research studies, and literature aimed at understanding madness, drug abuse, rape, white-collar crime, governmental deviance, homosexuality, and rebellion. Fieldwork or library research is required. Optional use of documentary photography as an adjunct to field research. 4 semester-hours credit

*Sally Simpson*  
W F 9:20-10:30 a.m.

### HSC 210b Fact, Fiction, and Fraud in Science

### 211b Ethical Issues in Social Organizations

Theories of deviance applied to the study of unethical practices and abuses of power

in government, business, and the professions. Whistle blowing, courageous behavior, and reactions to authority. Selected topics: the police, the C.I.A., the E.P.A., and the nuclear-power, automobile, and other industries.

4 semester-hours credit

*Myron Glazer*

W F 10:40-11:50 a.m.

### 212b Class and Society

An introduction to classical and contemporary approaches to class relations, status, and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, collective action, and the place of race and gender in systems of social stratification.

4 semester-hours credit

*Sally Simpson*

M W 8-9:10 a.m.

### 213b Ethnic Minorities in America

Social organization of a multiracial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minority communities in different settings.

4 semester-hours credit

*Peter Rose*

M W 9:20-10:30 a.m.

### [215b Criminology]

Analysis of theories and research on delinquency, crime, corrections, and criminal justice in American society, with particular emphasis on the relationship between social class and crime. Fieldwork or library research is required. Optional use of documentary photography as an adjunct to field research.

### [216 Social Work and Public Policy]

An examination of social work and other helping professions. Reciprocal roles, expectations, and behavior of professionals and clients. Fieldwork in local agencies and institutions. Parallel readings in sociology of mental illness. Limited to 20 juniors and seniors.

### 218a Urban Sociology

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urbanization, the city as a locus of various social relationships, the contemporary urban crisis, the effect of space on human interaction, and urban design.

Fieldwork is encouraged.

4 semester-hours credit

*Ullica Segerstrale*

T Th 9:30-10:50 a.m.

### [219b Medical Sociology]

An examination of health and illness, emphasizing socio-political context. The social causation of disease, medicalization of deviance, professional socialization, provider-consumer relationships, and the social organization of health care. Special emphasis on women's health. Readings include literary as well as theoretical sources. To be offered in 1986-87.

### [222b Biology, Sociology and Ideology]

Investigation of the contemporary scientific controversy about the biological basis of social behavior from a sociology of science perspective. Examination of claims and counterclaims in the sociobiology debate in the light of current scientific developments as well as sociological, historical, and philosophical studies of the relationship between biology and ideology. The course is interdisciplinary and requires no special prior knowledge. Sociological and biological concepts will be explained in lectures and reading. (E)

4 semester-hours credit

### 224a Family and Society

A cross-cultural and interdisciplinary approach to the study of the family and related institutions. Specific attention to the role of mothers, wives, and children in the family, and to the social significance of romantic love in marriage and the family.

4 semester-hours credit

*Arthur Parsons*

M W 8-9:10 a.m.



**250b Theories of Society**

Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, and Durkheim, with emphasis on their theories of the development, structure, and consequences of capitalism and modern industrial societies. Open to seniors, juniors, and sophomores; all sociology and anthropology majors should take this course in the sophomore or junior year.

4 semester-hours credit

*Arthur Parsons*

T Th 9:30-10:50 a.m.

**305a Seminar: Qualitative Methods in the Study of Subcultures and Social Movements**

Individual field research projects. Collection and analysis of life-history, intensive-interview, and participant-observation material.

4 semester-hours credit

*Myron Glazer*

Th 3-4:50 p.m.

**310b Seminar on Problems of Scope and Method**

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity, and courageous behavior.

4 semester-hours credit

*Myron Glazer*

Th 3-4:50 p.m.

**311b Contemporary Sociological Theory**

Theories of contemporary society and social change with special consideration of the works of D. Riesman, P. Rieff, C. Lasch, D. Bell, R. Collins, and R. Sennett. Prerequisite: 250b. Admission by permission of the instructor.

4 semester-hours credit

*Arthur Parsons*

T 3-4:50 p.m.

**[313b Immigrants and Exiles]**

Analyses of the history and demography of particular social groups. The politics of immigration and the sociology of exile. The

resettlement and integration of refugees.

4 semester-hours credit

**[317a Aging and Death: A Culture and Personality Approach]**

The process of aging and the meaning of death. Fieldwork component required.

4 semester-hours credit

**319a Seminar: Childhood Socialization**

An interdisciplinary study of how childhood is shaped by the social order. Critical analysis of theories of human development: behaviorism, cognitive development, psychoanalytic theory, and symbolic interaction. Systematic treatment of culture, subculture, and marginality. Issues of social class, child rearing practices, education and gender-role stereotyping will be addressed. Open to seniors and juniors. Prerequisite: SOC 101, permission of instructor required. (E)

4 semester-hours credit

*Wendy Winters*

T 3-4:50 p.m.

**[321b Seminar: Crime, Law, and Social Control]**

Institutional responses of the criminal justice system to juvenile and adult offenders, with examination of organizational developmental concepts as applied to institutional management. Students required to complete a field or other research project.

4 semester-hours credit

**IDP 395b The Experience of Exile**

See Interdepartmental and Extradepartmental Course Offerings.

**Anthropology**

Students are strongly encouraged to complete ANT 130a or b before enrolling in intermediate courses. Freshmen must have permission of the instructor for courses above the introductory level. SOC 101a or b is not required for any anthropology course.



### 130a Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious, and family structures, with examples from Africa, the Americas, India, and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies.

4 semester-hours credit

*Richard Parmentier*, M W 10:40-11:50 a.m.

*Frédérique Marglin*, T 11-11:50 a.m.,

Th 9:30-11:50 a.m.

*Donald Joralemon*, W F 9:20-10:30 a.m.

### 130b A repetition of 130a

4 semester-hours credit

*Donald Joralemon*, M W 10:40-11:50 a.m.

*Frédérique Marglin*, T 11-11:50 a.m.,

Th 9:30-11:50 a.m.

### 131b Human Evolution

The physiological, social, and ecological premises of human behavior. Primate ethnology. The sociobiology of gender. The cultural and physical history of our species from its initial appearance to the early empires in the Near East and the Americas.

4 semester-hours credit

*Elizabeth Hopkins*

M W 10:40-11:50 a.m.

### 231b Africa: A Continent in Crisis

Traditional Sub-Saharan societies and their transformation in modern Africa. The impact of imperial policy, the market economy, and Christianity on traditional institutions and values; the changing role of women, urbanization, ethnicity, and national identity.

4 semester-hours credit

*Elizabeth Hopkins*

T 1-2:50 p.m., T 5:10 p.m. for films

### 232a Political Anthropology

The nature of political behavior and the political process. The biology of domination, legitimacy, affiliation, and power in

traditional societies. Theories of state formation and empire. Nationalism, political change, and protest in non-Western societies. Particular emphasis on Sub-Saharan Africa and the native Americas.

4 semester-hours credit

*Elizabeth Hopkins*

M 2:10-4 p.m., W 3:10-4 p.m.

### 234a Communication in Culture

The structure and function of meaningful discourse, artistic expression, and mass media in sociocultural context. Topics include the nature of human communication, functions of language, relationship between visual and auditory signs, writing and historical awareness, and manipulation of consciousness by advertising and television.

4 semester-hours credit

*Richard Parmentier*

M 7:30-9:30 p.m.

### 235a Ritual and Myth

Rituals of the life cycle such as birth, initiation, and death, with particular attention to women's rituals and myths about goddesses and other females in several non-Western cultures both contemporary and historical. Ritual and ritual theatre in the cultural politics of various groups in the United States. Field observation is encouraged.

4 semester-hours credit

*Frédérique Marglin*

T 1-2:50 p.m., Th 1-2 p.m.

### 236b Economic Anthropology

An introduction to the theories and methods of economic anthropology. Systems of production, consumption, and distribution in traditional kin-ordered societies, chiefdoms, archaic states, and contemporary peasant societies. The "peasantization" of rural, Third-World populations and their role in the world market economy. Contributions of Neo-classical and Marxist orientations to the anthropological analysis of non-Western socioeconomic systems.

4 semester-hours credit

*Karen Pfeifer (Economics)*

M W F 1-2 p.m.

**240a History of Anthropological Theory**

The history of anthropological ideas and practices from the Enlightenment to the present. Topics include contract theory, social evolutionism, French and British structuralism, culture and personality, cultural materialism, ethnohistory, and symbolic anthropology. Prerequisite: 130a or b. 4 semester-hours credit

*Richard Parmentier*

M W 9:20-10:30 a.m.

**241b Development and Threatened Cultures**

The problems facing small, relatively isolated societies at the frontiers of the developing world. The course will focus on case studies of societies from different parts of the world. These case studies will be chosen to illustrate different responses—ranging from extinction to accommodation—to the encounter with “modernizing” forces. 4 semester-hours credit

*Frédérique Marglin*

W 7:30-9:30 p.m.

**242b Psychological Anthropology**

The anthropological study of problems in psychological and psychiatric theory, including the nature of “primitive” thinking and the relationship between the individual and culture. Historical consideration of theoretical and methodological issues in psychological anthropology, such as the mechanisms of cultural learning, the notion of psychological well-being of the individual, the cross-cultural handling of psychiatric disease, and the cultural determination of modes of thought. 4 semester-hours credit

*Donald Joralemon*

T 1-2:50 p.m., Th 1-2 p.m.

**[243b Symbolic Reality of Woman: Hindu and Western]**

A comparative study of the Christian and Hindu traditions in their implications for the lives of women. Themes considered will include: creation, salvation, life and death, immanence and transcendence, sexuality and fertility, cyclic versus linear con-

ceptions of history, the mind/body dualism. Contemporary and historical periods examined through anthropological and religious studies, literary texts, myths, rituals, visual art.

**244a The Cross-Cultural Construction of Gender**

The meaning of male and female in several cultures from different areas of the world. Issues addressed will include the nature/culture dichotomy, cultural constructions of female power, and the universality of male dominance. 4 semester-hours credit

*Frédérique Marglin*

W 7:30-10 p.m.

**[245b Language, Symbol, and Meaning]**

The analysis of theories of culturally created systems of meaningful signs and symbols. Focus on perspectives from structural linguistics, pragmatic philosophy, and functional aesthetics. Topics include the nature of the sign, the structure of semiotic codes, the relationship between linguistic and nonlinguistic systems, and the analysis of poetry, visual art, and textuality. 4 semester-hours credit

**248a Medical Anthropology**

The cultural construction of illness through an examination of systems of diagnosis, classification, and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. 4 semester-hours credit

*Donald Joralemon*

M 1-2 p.m., W 1-2:50 p.m.

**SOC 250b Theories of Society****264b State Power and Rural Life in Meso-American Civilization**

A rural perspective on Meso-American (Mexico to Panama) cultural history, from Olmec Lords to the Sandinistas. A lecture series of senior scholars from the social sci-

ences and humanities. To be offered once only. (E)

4 semester-hours credit

*Donald Joralemon (Sociology & Anthropology), David Walker (History), Susan Bourque (Government), Nola Reinhardt (Economics), Alice Clemente (Spanish & Portuguese)*

Lec. M 7:30-9:30 p.m.; dis. W 3:10-4 p.m.

### [331b Seminar on Topics in Anthropology]

#### 332b Seminar: The Dynamics of Change: Tradition and Modernization in Non-Western Societies

The impact of European political and economic expansion since the sixteenth century: factors in the transformation or tenacity of traditional institutions and values, Third-World urbanization, the changing role of women, strategies of protest, and autonomy.

4 semester-hours credit

*Elizabeth Hopkins*  
M 2:10-4 p.m.

#### 333a Seminar: Politics of the Supernatural

The exploration of the supernatural as an instrument of political action. Comparative survey of witchcraft, cults, and sectarian Christianity as vehicles of protest and change. Selected case studies from Africa, the native Americas, Europe, and contemporary America.

4 semester-hours credit

*Elizabeth Hopkins*  
T 3-4:50 p.m.

#### REL 370b Colloquium: The Goddess and the Feminine in India (Amherst College)

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## General Courses

#### SSC 190a, 190b Introduction to Statistics for Social Scientists

See Interdepartmental and Extradepartmental Course Offerings.

#### [REL 261a Religion, Science, and Technology]

#### 350, 350a, 350b Special Studies

By permission of the department, for junior and senior majors.

4 semester-hours credit

## Graduate

#### 450, 450a, 450b Research and Thesis

4 or 8 semester-hours credit

#### 451a, 451b Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.

4 semester-hours credit

## The Majors

**Advisers:** *In Sociology:* Myron Glazer, Patricia Miller, Arthur Parsons, Peter Rose. *In Anthropology:* Elizabeth Hopkins, Frédérique Marglin, Richard Parmentier.

**Advisers for Study Abroad:** Frédérique Marglin, Peter Rose.

**Requirements:** 10 semester courses above the basis:

- A. Sociology: 101a or b (basis), 250b, 310b or 311b, four intermediate courses in sociology and two additional courses in anthropology or sociology; the remaining two courses may be in the department or other departments in consultation with the adviser. Majors are strongly urged to take 250b in their sophomore or junior year; 310b or 311b should be taken in the senior year. Requirement of research may be met by submitting work from SOC 201a, 305a, supervised projects conducted in other courses offering research opportunities, or independent work supervised by a member of the department.



- B. Anthropology: 130a or b (basis), 240a, 250b, three intermediate courses in anthropology, one anthropology seminar, and two additional courses in anthropology or sociology; the two remaining courses may be in the department or in other departments in consultation with the adviser. Majors are strongly urged to take ANT 240a in their sophomore year.

Majors may spend the junior year abroad if they meet the College's requirements. Students planning to major in the department and to spend the junior year abroad should take at least one, preferably two, semester courses in the major during the sophomore year.

Students majoring in anthropology are encouraged to consider a fieldwork program at a university or academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Dahomey, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore, and the Philippines. Majors concentrating on archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts.

Students interested in the study of social problems and public policy should consult with the chair or with Patricia Miller.

## The Minors

**Advisers:** *In Sociology:* Myron Glazer, Arthur Parsons, Peter Rose. *In Anthropology:* Elizabeth Hopkins, Frédérique Marglin, Richard Parmentier.

- A. Sociology: Basis: 101a or b, plus 250b; and either 201a or 305a, plus three additional courses at the 200 or 300 level, one of which may (with the approval of the minor adviser) be in anthropology.
- B. Anthropology: ANT 130a or b (or ANT 131b with permission of the adviser), ANT 240a plus four additional courses at the 200 or 300 level.

## Honors

**Director:** Frédérique Marglin.

Basis: 101a or b in Sociology; 130a or b in Anthropology.

### 501 Thesis

8 semester-hours credit

### 501a Thesis

8 semester-hours credit

### 502 Thesis

12 semester-hours credit

Requirements:

- (1) a total of eight courses above the basis, including all the requirements for the major and 311b (for sociologists);
- (2) a thesis (501, 501a, or 502) written during either the first semester or both semesters of the senior year; and
- (3) an oral examination on the thesis.



## Departmental Majors and Minors in Spanish & Portuguese

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### Professors

Erna Berndt Kelley, Ph.D.  
Alice Rodrigues Clemente, Ph.D. (Spanish  
& Portuguese and Comparative Literature)

### Associate Professor

Charles Mann Cutler, Jr., Ph.D. *Chair*,  
(Spanish & Portuguese and Afro-American  
Studies)

### Assistant Professors

\*Patricia González, Ph.D.  
Juan Gelpí, Ph.D.  
Walter Glannon, Ph.D.  
Nancy Saporta Sternbach, Ph.D.

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### Mellon Lecturer

Phoebe P. Medina, Ph.D.

### Lecturer

Miguel Bello, M.A.

## Portuguese

### 120 Elementary Portuguese

8 semester-hours credit

*Charles Cutler*

M W F 9:20-10:30 a.m.

### 130b Intermediate Course in Portuguese

Intensive oral and written work using various kinds of texts (not exclusively literary), films, and music from Brazil, Portugal, and Portuguese-speaking Africa. Prerequisite: 120 or permission of the instructor.

4 semester-hours credit

*Charles Cutler*

To be arranged

### [210a Literature and Culture in the Portuguese-Speaking World]

Prerequisite: 120 or 130a or permission of the instructor.

4 semester-hours credit

### 230b Topics in Latin American Literature

Topic for 1985-86: Contemporary Brazilian Women Writers. A survey of representative

writings by women, with emphasis on the novel. Works by such authors as Dinah Silveira de Queiroz, Nélida Piñon, Lygia Fagundes Telles, and Clarice Lispector.

4 semester-hours credit

*Alice Clemente*

T 11-11:50 a.m., Th 3-5 p.m.

### AAS 238a Afro-Brazilian Literature and Film

A study of the Afro-Brazilian as author and subject in modern and contemporary Brazilian literature and film. Some topics to be examined: the mulatto escape hatch and the ideology of whitening, the relationship between race and artistic creation, race and class, race and gender, and the politics of sensuality, food, dance, and music. Movements and individual figures include: the Abolitionist Movement; Machado de Assis and Lima Barreto; the Modernist Movement and Mário de Andrade; novelists of the Northeast, Jorge Amado and José Lins do Rego; poets of the Rio de Janeiro and São Paulo Black Brazilian Fronts. Films to be studied: *Black Orpheus*, *Barravento*, *Ganga*

*Zumba, Macunaíma, The Amulet of Ogum, and Tent of Miracles.* Viewing times: M 4-6 p.m., 7-9 p.m.

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## Spanish

### 100D Intensive Course

12 semester-hours credit

*Erna Kelley, Walter Glannon*

Six class hours as follows:

M W F 9:20-10:30 a.m., T Th 9:30-10:50 a.m.

### 101 Elementary Course

8 semester-hours credit

*Members of the Department*

M W F 8-9:10 a.m.; M W F 10:40-11:50 a.m.;

M W F 9:20-10:30 a.m.; M W F 2:10-3 p.m.

### 102 Intermediate Course

Review of grammar and reading of modern prose. Prerequisite: two entrance units or 101.

8 semester-hours credit

*Members of the Department*

M W F 8-9:10 a.m.; M W F 2:10-3 p.m.;

M W F 10:40-11:50 a.m.

### 103a Grammar, Composition, and Reading

Discussion of modern Spanish short stories, novels, and poetry. Prerequisite: three entrance units.

4 semester-hours credit

*Erna Kelley*

M W F 10:40-11:50 a.m.

### 200a Advanced Conversation and Composition

Intensive oral and written work on cultural topics and problems related to the Spanish-speaking world. Prerequisite: four entrance units or 100D or 102 or 103a.

4 semester-hours credit

*Nancy Saporta Sternbach*

M W F 10:40-11:50 a.m.

**200b** A repetition of 200a.

4 semester-hours credit

*Juan Gelpí*

M W F 10:40-11:50 a.m.

### 215a Literary Currents in Spain

An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 100D or 102 or 103a.

4 semester-hours credit

*Alice Clemente*

T Th 9:30-10:50 a.m.

**215b** A continuation of 215a.

Prerequisite: four entrance units or 100D or 102 or 103a.

4 semester-hours credit

*Alice Clemente*

T Th 9:30-10:50 a.m.

### 216a Readings in Latin American Literature

A historical perspective of Latin American literature as expression of the cultural development of the continent, within the framework of its political and economic dependence, from the Colonial period until the present time.

4 semester-hours credit

*Nancy Saporta Sternbach*

M W F 1-2 p.m.

**216b** A continuation of 216a.

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include genre as a contract between writer and audience, literary periods and movements as ideological constructs, and the Latin American adaptation of European models.

4 semester-hours credit

*Patricia González*

M W F 1-2 p.m.

### CLT 246b The Picaresque Tradition

**ANT 264b State Power and Rural Life in Meso-American Civilization****CLT 266b The Symbolist Movement**

The prerequisites for the following Spanish courses are 215a and b, or 216a and b.

**The Formative Period****[330a The Epic Tradition: Poems, Chronicles, and Ballads]**

A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*.

4 semester-hours credit

**[331a The Structure of the Spanish Middle Ages in Literature]**

The legacy of the Moorish, Jewish, and Christian traditions.

4 semester-hours credit

**332a *El Libro de buen amor* and *La Celestina***

Study of medieval and pre-Renaissance themes.

4 semester-hours credit

*Erna Kelley*

M W F 2:10-3 p.m.

**The Imperial Period****340b Cervantes: The Birth of the Modern Novel**

4 semester-hours credit

*Erna Kelley*

M W F 2:10-3 p.m.

**[343a Lyric Poetry: Renaissance and Baroque]**

The development of Spanish lyric poetry from Garcilaso and Boscán to Góngora and his followers.

4 semester-hours credit

**344a Ideological Framework of the Imperial Age**

An analysis of the main currents of thought in sixteenth-century Spain, and their influence on life and literature.

4 semester-hours credit

*Alice Clemente*

T 3-4:50 p.m., Th 11-11:50 a.m.

**The Modern Period****[360b Nineteenth-Century Literature in the Context of Cultural History: From Romanticism to Realism]**

A study of the literature of the nineteenth century as an interplay between artistic expression and underlying sets of values, social and political developments, and ideological conflicts.

4 semester-hours credit

**362a Seminar: The Spanish and the Universal in the Novels of Galdós**

An analysis of Galdós' complex integration of Spain's history and character with the more intimate conflicts of man.

4 semester-hours credit

*Walter Glannon*

T 1-2:50 p.m., Th 1-1:50 p.m.

**[364b Tradition and Dissent: The Generation of '98]**

The problem of Spain as seen in the writings of the 40 years preceding the Spanish Civil War, with special emphasis on the modern essay.

4 semester-hours credit

**[366b The Heritage of Modernism: Twentieth-Century Spanish Poetry]**

A study of the genre's development from Machado to Gil de Biedma against the background of cultural and historical events that helped to shape it: the Spanish-American War, the emergence of the European avant-garde, the Spanish Civil War, and Franco's dictatorial regime.

4 semester-hours credit



**367b Seminar on the New Drama: Themes and Trends**

Contemporary developments in Spanish drama from García Lorca to Arrabal. To be offered in 1985-86.

4 semester-hours credit

*To be announced*

To be arranged

**370b Latin American Society in the Novel**

Fuentes, Vargas Llosa, García Márquez, and others.

4 semester-hours credit

*Nancy Saporta Sternbach*

M W F 10:40-11:50 a.m.

**371a Currents in Modern Latin American Poetry**

A close reading of a selected group of twentieth-century Latin American poets, such as Darío, Huidobro, Storni, Neruda, Palés Matos, and Cardenal. Topics to be discussed will include: Latin American poetic independence, the poetic text and the visual arts, poetry in relation to industrial society, and the relationship between the poetic text and mass media.

4 semester-hours credit

*Juan Gelpí*

T 11-11:50 a.m., Th 3-4:50 p.m.

**[372b Latin America's Twentieth-Century "Teatro Libre"]**

Study of the Latin American theatre in transition. How a traditionalist theatre becomes highly experimental in reflection of the complexities of twentieth-century Latin American society. Lectures and discussion of representative modern plays.

4 semester-hours credit

**[373a The Latin American Short Story]**

Study of the development of the Latin American short story from the first manifestations of the genre in the nineteenth century to the most recent experiments with the form in the twentieth century. Such writers as Lastarria, Palma, Darío, Quiroga, Lillo, Borges, Carpentier, Cortázar.

Prerequisite: 216a and b or permission of the instructor.

4 semester-hours credit

**380a, 380b Special Studies in Peninsular and Latin American Literatures**

By permission of the department, for senior majors and honors students.

4 semester-hours credit

**388a, 388b Special Studies in Language Teaching**

Admission for seniors by permission of the department.

4 semester-hours credit

**The Majors**

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language.

**Adviser for the Spanish Major:** Walter Glannon.

**Adviser for the Latin American Majors (Programs I and II):** Juan Gelpí.

**Adviser for the Luso-Brazilian Major:** Charles Cutler.

**Adviser for Study Abroad:** Erna Kelley.

The S/U grading option is not allowed for courses counting toward the majors.

**Spanish**

Basis: 215a and b.

Requirements: seven semester courses, in addition to the basis, above the 100 level. Majors must elect 300-level courses from each of the periods (Formative, Imperial, Modern); three of these, one in each period, must be taken in the department at Smith College.



## Latin American Studies

Two programs are offered:

### Program I

For students particularly interested in literature.

Basis: 216a and b.

Requirements: four courses from the following: 370b, 371a, [372b], [373a], 380a, 380b, and three additional courses in the department, such as [220b], [224b], [228b], 230b, [235b], 238a, and courses in Spanish literature.

Students electing this major are strongly urged to elect courses in other departments dealing with Latin America.

### Program II

For students interested not only in literature, but in such fields as economics, government, history, sociology, and anthropology.

Basis: HST 260a and HST 261b or 262a. A reading knowledge of Portuguese is strongly recommended.

Requirements: 216a and b or two of the following 370b, 371a, [372b], [373a]; five semester courses (on the intermediate or advanced level), to be selected from art, economics, geography, government, history, literature, sociology and anthropology, dealing with Spanish America and Brazil; at least two of the five must be 300-level courses.

## Luso-Brazilian Studies

Basis: HST 260a and 263a.

Requirements: two of the following: [210a], [220b], [224b], [228b], 230b, 238a; five semester courses (on the intermediate or advanced level), to be selected from Afro-American studies, art, economics, geography, government, history, literature, sociology and anthropology, dealing with the Portuguese-speaking world; at least two of the five must be 300-level courses.

## The Minor

Adviser: Same as listed for the majors.

### Spanish Literature

Requirements: five courses in Spanish literature including 215a and b and two courses at the 300 level.

### Latin American Literature

Requirements: five courses in Latin American literature, including 216a and b and two courses at the 300 level.

### Latin America Area Studies

Requirements: six courses dealing with Latin America to be selected from art, economics, geography, government, history, literature, sociology and anthropology. They must include HST 260 and 261 and SPP 216a or 216b and at least one course at the 300 level.

## Honors

Director: Phoebe Medina.

### 501a Thesis

8 semester-hours credit

### Spanish Literature

Requirements: those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

### Latin American Literature

Requirements: those listed under Program I of the Latin American Studies major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

### Latin American Area Studies

Students will plan their honors program with the director of honors in consultation with members of the departments concerned with Latin America.

Requirements: those listed under Program II of the Latin American Studies major. The

program must include a minimum of two seminars. At least one course or seminar dealing with Latin America in each of the participating departments, i.e., in economics, government, history, sociology and anthropology, and Spanish and Portuguese. A thesis, normally to be written during the first semester of the senior year under the

direction of the Latin American specialist in one of the participating departments. The thesis will be read by one or two more Latin American specialists from other participating departments, who will also be present at the required oral examination on the thesis.

## Departmental Major and Minor in Theatre

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### Professors

William Edward Hatch, M.A.  
Helen Krich Chinoy, Ph.D.  
Leonard Berkman, D.F.A., *Chair*

### Associate Professor

†John D. Hellweg, Ph.D.

### Assistant Professors

Catherine H. Smith, M.A., M.F.A.  
Mark Harrison, M.A.  
Shelia Rose Bland, M.F.A. (Afro-American  
Studies and Theatre)

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### Instructor

Deborah G. Lubar, B.A.

### Lecturer

†Karen Malpede, M.F.A.

### Visiting Lecturers

Myrna Colley-Lee, M.F.A.  
Mary Tarantino, M.F.A.

### 110a Dynamics of Drama

A lecture/laboratory exploring the components of theatre from script to performance. Works to be studied range from Shakespeare to the present.

4 semester-hours credit

*Mark Harrison*

T Th 9:30-10:50 a.m.

### 111b Introduction to Theatre

Analysis of dramatic texts and theories of performance of drama throughout the major theatrical periods.

4 semester-hours credit

*Karen Malpede*

T Th 9:30-10:50 a.m.

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## A. History, Literature, Criticism

### [211a Continental Theatre and Drama]

Innovation and change in European theatre from the Baroque designers of the eighteenth century to the independent theatres of the late nineteenth century. Playwrights to be considered range from Goldoni,

Goethe, Büchner to Ibsen, Strindberg, and Chekhov.

4 semester-hours credit

### 212a Modern European Drama

The plays, theatres, and playwrights of the late nineteenth and early twentieth centuries in Europe. From Ibsen, Strindberg, and Chekhov to the widespread experimentation of the 1920s: e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, early Brecht. Attendance required at selected performances. Enrollment limited to 90.

4 semester-hours credit

*Leonard Berkman*

T Th 9:30-10:50 a.m.

### 212b Modern European Drama

Contemporary theatre in Europe from the 1930s to the present. The playwrights to be considered include: Weiss, later Brecht, Genet, Beckett, Camus, Nellie Sachs, Caryl Churchill, and Simone Benmussa. Attendance required at selected performances. Enrollment limited to 90.

*Karen Malpede*

T Th 1-2:50 p.m.

**213a American Theatre and Drama**

Evolution of an American style in theatre art and development of American drama, especially from 1914 to the present. O'Neill to Sam Shepard and the Off-off Broadway playwrights. Attendance required at selected performances.

4 semester-hours credit

*Helen Chinoy*

M W F 10:40-11:50 a.m.

**214b Black Theatre**

A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers, and theatres of the 1950s to the 1980s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American Studies offerings.

4 semester-hours credit

*Shelia Bland*

M W F 1-2 p.m.

The following advanced courses in History, Literature, Criticism are limited to an enrollment of 20.

**300a Women in Theatre**

Topic for 1985-86: Women in American Theatre. Theatre as a career for women; gender awareness and sexuality as it relates to women in theatre; images of women in plays by women; feminist theatre; feminist criticism; contributions of women, as actresses, playwrights, designers, directors, and producers, to important movements.

4 semester-hours credit

*Helen Chinoy*

M W F 9:20-10:30 a.m.

**310b History and Theories of Acting and Directing**

The course will include focus on functions of ritual and theatre in society; the role of women as creators and characters. Theories of acting and directing from the Greeks to the Moderns with focus upon Stanislavsky, Meyerhold, Brecht, Piscator, Viola Spolin, Joseph Chaikin, Judith Malina, Julian Beck, Grotowski, and feminist approaches

(Boesing, Weaver, Sklar, Benmussa, et al).

Class project: creation of a Living Newspaper play using theoretical information of course and techniques of collective creation.

4 semester-hours credit

*Karen Malpede*

T Th 3-4:50 p.m.

**[312b Theatre Criticism and Theories of the Modern Stage]**

Professional playgoing; writing reviews and critical essays; the role of the dramaturge and the reviewer; modern theories of the stage. Attendance at selected plays required.

4 semester-hours credit

**314a Masters and Movements in Drama**

Topic for 1985-86: The Image of Blacks in American Film. According to Black film historian, Donald Bogle, whites have five basic images of Blacks—"Toms," "Coons," "Mulattoes," "Mammies," and "Bucks." With Bogle's help this course will trace these images throughout the history of American film—including some TV, look at some exceptions, and look at some of the films Blacks have made about themselves. This course is integral with Afro-American Studies offerings.

4 semester-hours credit

*Shelia Bland*

W F 10:40-11:50 a.m.

**[314b Masters and Movements in Theatre]**

4 semester-hours credit

**316b Contemporary Canadian Drama**

Michael Tremblay and Contemporary Canadian Playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include: Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, and Margaret Hollingsworth.

4 semester-hours credit



*Leonard Berkman*

Th 1-2:50 p.m., 3-3:50 at the option of the instructor

## B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required.

### 200a, 200b Theatre Production

A studio course based on rehearsal and performance of major productions. Minimum of 30 hours of studio work in one production area per semester within the areas of direction, performance, and design. Studio hours to be arranged. General meetings on the following: F 9/13, 10/18, 1/31 and 3/28. One semester-hour credit. May be taken four times for credit. William Hatch, Director.

4 semester-hours credit

#### *Members of the Department*

F 3:10 p.m. or by appointment with the Director

### 241a Acting I

Introduction to physical, vocal, and interpretative aspects of performance (Mr. Harrison's section will concentrate on acting in musical theatre), with emphasis upon creativity, concentration, and depth of expression. L and P. Four class hours. Informal auditions may be required.

4 semester-hours credit

*Mark Harrison*, T Th 1-2:50 p.m., make-up lab Th 3-4:50 p.m.

*Deborah Lubar*, M W 9:20-11:50 a.m., make-up lab F 9:20-11:50 a.m.

To be announced, two hours of stage make-up every other week

### 241b A repetition of 241a

Introduction to physical, vocal, and interpretative aspects of performance, with emphasis upon creativity, concentration, and depth of expression. L and P. Four class hours. Informal auditions may be required.

4 semester-hours credit

*Mark Harrison*, T Th 1-2:50 p.m., make-up lab. Th 3-4:50 p.m.

*Deborah Lubar*, M W 9:20-11:50 a.m.

Make-up instructor to be announced, two hours of stage make-up every other week

### 242a, [242b] Acting II

Application of exercises and improvisations to the performance of scenes. Six hours of class projects. L and P. Prerequisite: 241a or b.

4 semester-hours credit

*Deborah Lubar*

M W 1-4 p.m.

### 251a Stagecraft

A study of the construction of scenery and props for the stage. The fundamental methods and techniques of translating the design to the physical stage. Six hours of shop time required weekly. L.

4 semester-hours credit

*William Hatch*

M W F 2:10-3 p.m.

### 251b A repetition of 251a

4 semester-hours credit

*William Hatch*

M W F 2:10-3 p.m.

### 252a, 252b Scene Design I

A study of pictorial organization for the support of action and characterization in the production of plays, with emphasis on designing the space and the decor. L.

4 semester-hours credit

*William Hatch*

M W F 1-2 p.m.

### 253a, 253b Stage Lighting

The design of stage lighting and application of the principles of light, color, illumination, and electricity to the stage. Production work required. L and P.

4 semester-hours credit

*Mary Tarantino*

M W F 10:40-11:50 a.m.

**254a, 254b Introduction to Costume Design**

The design elements of line, texture, color, and gesture, and application of these elements in designing characters. The history of the fashion silhouette. Introduction to production techniques. Six hours of afternoon production work per week required for one show.

4 semester-hours credit

*Myrna Colley-Lee*

T Th 9:30-11:50 a.m.

**261a, 261b Writing for the Theatre**

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for production. L and P.

4 semester-hours credit

261a: *Leonard Berkman*, Th 1-2:50 p.m.

261b: *Shelia Bland*, T 3-4:50 p.m.

**262a, 262b Writing for the Theatre**

Advanced work. Prerequisite: 261a or b. L and P.

4 semester-hours credit

262a: *Leonard Berkman*, Th 1-2:50 p.m.

262b: *Shelia Bland*, T 3-4:50 p.m.

**[342a Acting III]**

Exercises, improvisations, mask and scene work applied to the solution of specific problems in acting. Informal audition may be required. Prerequisites: 241a or b and 242a or b and P. To be offered in 1986-87.

4 semester-hours credit

**343b Acting III**

The course will focus on diverse acting techniques (Stanislavsky, Brecht, Viola Spolin, Open Theater), with the goal of a collectively created production: a Living Newspaper. Each "scene" of the Living Newspaper (the topics of which will be chosen by the class) will be created and performed in a different acting style. There is a possibility of public performances at semester's end. Though it is not required, this course may be taken in conjunction

with THE 310b. Prerequisite: THE 242 or consent of the instructor. L and P.

4 semester-hours credit

*Deborah Lubar*

M W 1-4 p.m.

**344a, [344b] Directing**

The history and theory of directing and application of directing techniques in exercises and scene work. Prerequisites: one acting and one design/technical course. L and P.

4 semester-hours credit

*Mark Harrison*

T Th 3-4:50 p.m.

**345a, [345b] Advanced Directing**

Directorial analysis of plays projected through staging and characterization; independent projects. Prerequisite: 344a or b. L and P.

4 semester-hours credit

*Mark Harrison*

To be arranged

**352a, 352b Scene Design II**

An advanced study of scene design.

Prerequisite: 252a or b or P.

4 semester-hours credit

*William Hatch*

T 1-2:50 p.m.

**353a, 353b Advanced Stage Lighting**

Lighting the various forms of staging, including proscenium, thrust, arena, and dance. Studied through lecture, discussion, and the presentation and evaluation of lighting designs for specific plays. Production work required. Prerequisite: 253a or b or P.

4 semester-hours credit

*Mary Tarantino*

T 1-4 p.m.

**354b Costume Design Techniques**

The integration of the design element of line, texture, color, gesture, and movement into unified production styles. Further study of the history of clothing, construction techniques, and rendering. Eight hours of afternoon production work per week.

Prerequisites: 254a or b and P.

4 semester-hours credit

*Myrna Colley-Lee*

T Th 1-2:50 p.m.

### 301a, 301b Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the Chair of the department. Departmental permission forms required.

4 semester-hours credit

**Dance** (see Dance Department also.)

## Graduate

**Advisers:** Helen Chinoy, first semester; Leonard Berkman, second semester.

### 400a, 400b Research and Thesis Production Project

4 semester-hours credit

*Leonard Berkman, Shelia Bland, Helen Chinoy, Mark Harrison*

### 401a, 401b Special Studies

4 semester-hours credit

*Members of the Department*

By permission of the instructor and Chair of the department, the following graduate courses are open to qualified seniors:

### 412a Advanced Studies in Acting, Speech, and Movement

4 semester-hours credit

*Mark Harrison, Deborah Lubar*

### 412b Advanced Studies in Acting, Speech, and Movement

4 semester-hours credit

*Mark Harrison, Deborah Lubar*

### 413a, 413b Advanced Studies in Design

4 semester-hours credit

#### I. Scene Design

*William Hatch*

#### II. Lighting Design

*Mary Tarantino*

### III. Costume Design and Cutting

*Myrna Colley-Lee*

### IV. Technical Production

*William Hatch*

### 415a, 415b Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting

4 semester-hours credit

*Leonard Berkman, Shelia Bland, Helen Chinoy, Karen Malpede*

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Helen Chinoy, first semester; Karen Malpede, second semester.

**Basis:** 110a and 111b.

**Requirements:** nine semester courses, including the following:

1. 110a and 111b as the basis.
2. Three courses from Division A:  
History  
Dramatic Literature  
Criticism  
(These courses are listed as 211a through 314b.)
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or dance course (THE 241a or b or a studio dance course); one design or technical course (THE 251a or b or 252a or b or 253a or b or 254a or b); one directing, choreography, or playwriting course (THE 344a or b or DAN 353b, or THE 261a or b).
4. One additional course from either Division A or Division B. (N.B. This course requirement may be filled through four semesters of THE 200.)

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: THE 110a and 111b; DAN 151a or



b; any two from DAN 171b, 272b, 273a; one from dramatic literature; one from design or technical theatre; DAN 252b, 353b, and 377a.

Students with a dance emphasis should consult with dance faculty in addition to a major adviser in the Theatre Department.

All majors are encouraged to include courses in art and music history in their programs. Other courses recommended by the department include: CLS 228a and 321a; ENG 218a, 218b, 229b, 240a, 343a; FRN 217b; SPP 367a and 372a; CLT 271a; RUS 236a.

## The Minor

**Advisers:** Members of the Department.

**Requirements:** six courses.

**Basis:** 110 and 111.

In addition to the basis: Two semester courses approved by an adviser in each of two different divisions:

- (a) History/Literature/Criticism;
- (b) Acting, Dance, Choreography, Directing, or Playwriting; and
- (c) Costume, Lighting, or Scene Design.

## Honors

**Director:** Helen Chinoy, first semester; Leonard Berkman, second semester.

### 501 Thesis

8 semester-hours credit

### 501a Thesis

8 semester-hours credit

**Requirements for the degree with honors:**

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance

into the honors program and no later than March 15 of the second semester of the junior year. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.

2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
  - (a) a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts; or
  - (b) a creative project in acting, dance, design, direction, playwriting, choreography or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic, or other).
4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.



## Interdepartmental Minor in Third-World Development Studies

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### Advisers

Elizabeth Hopkins, Anthropology, *Co-director*

\*Nola Reinhardt, Economics, *Co-director*

Donna Robinson Divine, Government

Joan Afferica, History

### Participating Faculty Members

Joan Afferica, Professor of History

†Susan Bourque, Professor of Government

Stuart Brown, Assistant Professor of Economics

Donna Robinson Divine, Professor of Government

Daniel Gardner, Assistant Professor of History

Stephen Goldstein, Professor of Government

Robert Haddad, Professor of History and Religion & Biblical Literature

Elizabeth Hopkins, Professor of Anthropology

Donald Joralemon, Visiting Assistant Professor in Anthropology

Mahnaz Mahdavi, Assistant Professor of Economics

Frédérique Marglin, Assistant Professor of Anthropology

Cynthia Taft Morris, Professor of Economics

Walter Morris-Hale, Associate Professor of Government

\*\*Richard Parmentier, Assistant Professor of Anthropology

Karen Pfeifer, Assistant Professor of Economics

\*Nola Reinhardt, Assistant Professor of Economics

‡Ronald Robinson, Visiting Professor of History

David Walker, Assistant Professor of History

Andrew Zimbalist, Professor of Economics

Third-World Development Studies, a multi-disciplinary social science program, explores the transformation of Latin American, African, Middle Eastern, and Asian societies since the sixteenth century. The program offers the student the opportunity to systematically analyze processes of social, economic, political, and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history, and political science while ensuring that the student has a sustained familiarity

with one geographical region. Courses are drawn from the departments of Economics, Government, History, and Sociology and Anthropology.

Requirements: six semester courses, with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration, such as Africa or the Middle East.

## Anthropology

- 130a Introduction to Cultural Anthropology
- 130b A repetition of 130a
- 231b Africa: A Continent in Crisis
- 232a Political Anthropology
- 236b Economic Anthropology
- 241b Development and Threatened Cultures
- 248a Medical Anthropology
- 332b Seminar: The Dynamics of Change: Tradition and Modernization in Non-Western Societies

## Economics

- 209b Comparative Economic Systems
- 211a Economic Development
- 213b The World Food System
- [214b Economics of the Middle East and North Africa]
- 309a Seminar: Topics in Comparative Economic Systems
- 311b Seminar: Topics in Economic Development
- [318b Seminar: Latin American Economics]

See departmental listing for course requirements.

## Government

- 223b Governments and Politics of the Middle East and North Africa
- 224b Latin American Political Systems
- 225a Government and Politics of Sub-Saharan Africa
- 228b Government and Politics of China

- 229b Government and Plural Societies
- [231a Problems in Political Development]
- [321a Seminar in Comparative Government: State and Revolution in Contemporary North Africa]
- [342b Seminar in Comparative and International Politics: European Intervention in the Middle East]
- 344b Seminar in International Politics: South Africa in World Politics
- 348a Seminar in Comparative Government and International Relations: The Arab-Israeli Dispute

## History

- 208b Islamic Civilization since the Fifteenth Century
- 212b East Asia in Transformation, A.D. 900 to c. 1850
- 239a Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars
- 240b Tradition and Change in Russian and Soviet History, 1801-1953
- 258b European Imperialism in Theory and Practice, 1800-1980
- 259b Nationalism and the End of Empire in India and Africa, 1940-1980
- 260a Latin America, 1492-1821
- 261b National Latin America, 1821-Present
- 262a Mexico
- 307a Seminar: Islamic Middle East
- 361a Seminar: Problems in the History of Spanish America and Brazil

## Interdepartmental Minor in Women's Studies

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### Members of the Advisory Committee on the Study of Women for 1985-86

Elizabeth Spelman, Assistant Professor of Philosophy, *Chair and Director of the Minor*

Martha Ackelsberg, Associate Professor of Government

Robert Currier, Assistant Professor of Mathematics

\*Patricia González, Assistant Professor of Spanish & Portuguese

Ann Jones, Associate Professor of Comparative Literature

Frédérique Marglin, Assistant Professor of Sociology & Anthropology

Cathy Hofer Reid, Assistant Professor of Education & Child Study

Lisa Reitzes, Instructor of Art

Faye Schrater, Assistant Professor of Biological Sciences

Marilyn Schuster, Associate Professor of French Language & Literature

Diedrick Snoek, Professor of Psychology

Susan Van Dyne, Associate Professor of English

John Walter, Associate Professor of Afro-American Studies

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Over 20 courses that focus on women's experience are offered each year by separate departments, including in the second semester a group of four courses that are coordinated through a lecture-discussion series on an interdepartmental theme. In addition, the Advisory Committee on the Study of Women offers advice to students considering a self-designed interdepartmental major or a Smith Scholars project.

### The Minor

**Director:** The chair of the Advisory Committee will serve as the director of the minor and will verify completion of the minor on recommendation of the student's adviser and the committee.

The goal of the interdepartmental Women's Studies minor is to demonstrate the usefulness of gender as a category of analysis. Students will develop interconnections among the fundamental questions raised by scholarship on women through a selection of courses in the humanities, social sciences, and natural sciences. Because this

minor is interdepartmental, a student will also gain a historical and cross-cultural perspective on women's experience through the examination of other issues, such as race, class, and cultural difference, that are central to the study of gender. A critical awareness of methodology (in the organization of knowledge and the framework for analysis) is important within each course in the minor and throughout the body of the student's work.

In consultation with an adviser from the Advisory Committee on the Study of Women, a student will choose (from a list compiled by the committee each year) six courses at the 200 level or above that focus on women's experience. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the College. Her distribution of courses should also enable a student to understand the differences in women's experience by including courses that focus on questions of race, class, and a culture other than that of the United States. Ordinarily a student complet-

ing the minor will have participated in the interdepartmental course cluster on women's experience (offered each second semester) that enables students to understand the use of gender as a category of analysis in answering questions about women raised in different fields. With her adviser, a student electing the minor will identify the organizing questions that govern her selection of courses and the appropriate methodologies for answering these questions. In addition she will develop and review with her adviser each semester a rationale to demonstrate how her selection of courses fulfills the distribution criteria outlined here.

Each year the advisory committee will solicit the faculty to propose women-focused courses to be included in the minor and will assist faculty members in developing them. At least twice a year the committee will review established courses and proposals for new ones according to the criteria outlined in the statement of the goal of the minor. A preliminary listing of courses that may be elected by students for the minor during 1985-86 is as follows:

AAS 212b	Culture and Class in the Afro-American Family <i>Carolyn Jacobs</i>
AAS 217a	History of Afro-American Women and the Feminist Movement <i>John Walter</i>
AAS 348b	The Literature of the Black Woman <i>Johnnella Butler</i>
AAS 326b	The Socio-Cultural Development of the Afro-American Woman <i>Carolyn Jacobs</i>
ANT 234a	Communication in Culture <i>Richard Parmentier</i>

ANT 235a	Ritual and Myth <i>Frédérique Marglin</i>
[ANT 243b	Symbolic Reality of Woman: Hindu and Western]
ANT 244a	Cross-Cultural Construction of Gender <i>Frédérique Marglin</i>
CLT 222a	Women Writing: Twentieth-Century Fiction <i>Marilyn Schuster (French)</i>
CLT 324b	Joan of Arc: Texts in Context <i>Marilyn Schuster (French)</i>
ECO 222b	Women's Labor and the Economy <i>Marilyn Power</i>
ENG 239a	American Women Poets <i>Susan Van Dyne</i>
ENG 333a	Seminar on Virginia Woolf <i>Elizabeth von Klemperer</i>
FRN 345a	Women at the Time of Héloïse and Eleanor: Ideals and Reality <i>Ann Paupert</i>
GOV 306a	Public Opinion: Class and Politics <i>Richard Sobel</i>
HST 383b	Research in Women's History: The Sophia Smith Collection <i>Susan Grigg</i>
JUD 380b	Women in Jewish Tradition and Literature <i>Howard Adelman</i>
PHI 240a	Philosophy and Women <i>Johnnella Butler (Afro-American Studies), Elizabeth Spelman (Philosophy)</i>



PHI 305b	Topics in Feminist Theory: Gender and Human Identity <i>Elizabeth Spelman</i>	REL 370b	The Goddess and the Feminine in Indian Myth and Ritual <i>Dennis Hudson (Smith, Veenia Das, (Amherst))</i>
PSY 243a	Adult Development <i>Diedrick Snoek</i>	THE 300a	Women in American Theatre <i>Helen Chinoy</i>
PSY 276b	The Psychology of Women <i>Faye Crosby</i>		
PSY 340b	Gender and the Life Course <i>Diedrick Snoek</i>		

## Interdepartmental and Extradepartmental Course Offerings

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### Associate Professor

Ann Rosalind Jones, Ph.D., (Comparative Literature) and *Director*, General Literature

### Lecturer

Susan Skulsky, M.A. (General Literature)

### Assistant in the Social Sciences

Molly Jahnige Robinson, M.A.

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#### ARA 126a Elementary Arabic

Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard Arabic language; reading, writing, and speaking; some elements of colloquial speech. Daily written assignments and recitations; frequent quizzes and exams; final. (E)

4 semester-hours credit

*Adnan Haydar (UMass.)*

M W F 10:40-11:50 a.m.

#### ARA 127b Elementary Arabic

A continuation of 126a. Prerequisite: 126a. (E)

4 semester-hours credit

*Adnan Haydar (UMass.)*

M W F 10:40-11:50 a.m.

#### GLT 291 A Survey of Selected Literary Masterpieces from Homer to Tolstoy

8 semester-hours credit

*Ann Jones, Director*

Lec. W 2:10 p.m.; sec. as below:

M W F 9:20-10:30 a.m., *Joan Bramwell (English)*

M W F 10:40-11:50 a.m., *Ann Philbrick (French)*

M W F 1-2 p.m., *Margaret Shook (English)*

M W F 2:10-3 p.m., *Lucinda Alwa (Classics)*

T W Th 8-9:10 a.m., *Kenneth Connelly (English)*

T Th 9:30-10:50 a.m., *Ann Jones (Comparative Literature)*

T Th F 11-11:50 a.m., *Maria Banerjee (Russian)*

T Th 1-2:50 p.m., *Susan Skulsky (General Literature)*

#### HWI 150a A History of Western Ideas

An introduction to some of the basic texts of Western civilization. The texts—philosophical, literary, theological, and political—will be related to their general historical settings, but primary emphasis will be placed upon discussion of their continuing importance in our lives and self-perception. First semester will cover Western reflective thinking from the Greek beginnings through the eighteenth century. HWI 150a is a prerequisite for HWI 151b. (E)

4 semester-hours credit

*John Connolly (Philosophy)*

*Justina Gregory (Classics)*

M W F 9:20-10:30 a.m.

#### HWI 151b A History of Western Ideas

A continuation of 150a. Examines the forms and directions of change in nineteenth and twentieth-century intellectual culture. Prerequisite: 150a. (E)

4 semester-hours credit

*C. Eric Reeves (English)*

M W F 9:20-10:30 a.m.

**IDP 326b Patronage of the Arts in Renaissance and Early Modern Europe**

An interdisciplinary seminar on the role of music and the status of musicians at the princely courts of the later Middle Ages and the Renaissance, and on the effect of the Protestant and Catholic Reformations on church music. Attention to the relation between musicians and their patrons and to changes in the social and economic status of artists from the early fifteenth to the early seventeenth centuries. Prerequisite: one course in European history between 1400 and 1600 at the college level. A knowledge of musical notation and theory, while helpful, is not required.

4 semester-hours credit

*Richard Sherr (Music),*

*Joachim Stieber (History)*

T 3-4:50 p.m.

**IDP 395b The Experience of Exile**

Using historical, literary, sociological, and legal sources, the seminar will consider a series of case studies from the Babylonian exile to the flight from Indochina. Admission by permission of the instructors. (E) 4 semester-hours credit

*Nelly Hoyt (History)*

*Peter Rose (Sociology and Anthropology)*

T 3-4:50 p.m.

**PWS 200b Peace and War in the Nuclear Age: An Interdisciplinary Approach**

An inquiry into the nature and causes of contemporary war and the conditions of peace from a series of disciplinary approaches. Examination of the empirical foundations and consequences of war from the perspectives of the natural and social sciences. Not open to freshmen. 4 semester-hours credit

*Thomas Derr (Religion), Director*

*John Bethyon (Religion); Charles Robertson*

*(Government); Maurice Isserman (History);*

*Malgorzata Pfabé (Physics); Stylianos Scordilis*

*(Biological Sciences); Fletcher Blanchard*

*(Psychology); Thomas Riddell*

*(Economics)*

M W F 10:40-11:50 a.m.

**PPY 209a Philosophy and History of Psychology**

An examination of the philosophical roots of issues in psychology such as determinism, consciousness, and the relationship of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology.

4 semester-hours credit

*Jill de Villiers (Philosophy and Psychology),*

*Peter de Villiers (Psychology)*

T Th 9:30-10:50 a.m.

**PPY 221b Language**

Consideration of the following aspects of human language: its evolution and uniqueness among animal communication systems, the innateness controversy and language acquisition, the psychological reality of linguistic structures, language-processing models, and the representation of language in the brain.

4 semester-hours credit

*Jill de Villiers (Philosophy and Psychology)*

M W F 9:20-10:30 a.m.

**PPY 321a Philosophy of Psychology: Explanation and Understanding**

An investigation of explanations of human action in motivational psychology, psychoanalysis, and everyday life. Special attention will be devoted to that class of explanations which mentions the intentions of the agent. Prerequisite: a minimum of three courses in Philosophy and/or Psychology. To be offered once only. (E)

4 semester-hours credit

*Thomas Keutner (Philosophy)*

Th 7:30-9:30 p.m.

**SSC 190a Introduction to Statistics for Social Scientists**

The fundamental problems in summarizing, interpreting, and analyzing empirical data. Attention to descriptive statistics and statistical inference, including hypothesis testing. Topics include elementary sampling, data collection and

probability, sampling distributions, association, correlation, and regression.

4 semester-hours credit

*Sinan Koont (Economics)*

M W F 8:20-9:10 a.m.; lab. W 10-11:50 a.m.

or W 1:10-3 p.m. or Th 10-11:50 a.m. or

Th 3-4:50 p.m.

**SSC 190b** A repetition of 190a.

4 semester-hours credit

*Richard Sobel (Government)*

M W 10:40-11:50 a.m.; lab. W 2:10-4 p.m.

or W 7:30-9:20 p.m. or Th 10-11:50 a.m. or

Th 3:10-5 p.m.

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## Five College Course Offerings by Five College Faculty

**James Baldwin**, Professor of Literature  
(at the University of Massachusetts under  
the Five College Program)

First Semester:

Mount Holyoke: **English 283f**

**Fiction Writing**

Practice techniques of prose fiction. Enrollment limited to three students from each of the five colleges. Not open to freshmen.

W 3-5 p.m.

Second Semester:

Hampshire: **HA 288**

**The American Expatriate Writer, 1826-1972**

The term "expatriate" connotes a deliberate repudiation and has a particular resonance for Americans. This course chronologically examines American writers who, at one time or another, chose to leave the United States for an extended period of time. The course explores the meaning of the term "expatriate" in a nation of exiles, the search by Afro-American and Euro-American writers for a cultural identity, and the meaning of the choices made.

UMass: **Afro-Am 291A**

**The Afro-American Cultural Experience**

"The sojourn of blacks in America began with the auction block; and the black preachers were our first terrorists because

they told us black children that we were not slaves, but that we were somebody—we were important," says Mr. Baldwin. This course will cover the experience of black Americans from slavery through what Mr. Baldwin calls "the state of the union," touching on such benchmarks as: the Black church, the insurrections, the ghettos of the north, the civil rights movement, and the state of the union. Lectures by Mr. Baldwin as well as readings from his work and other named writers of the various periods are required. Syllabus provided upon registration.

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**Joseph Brodsky**, Professor of Literature  
(at Mount Holyoke College under the Five College Program)

Second Semester:

Mount Holyoke: **English 245s**

**Lyric Poetry**

Study, based on close analysis of texts, of the works of Thomas Hardy, W. H. Auden, Robert Frost, Constantine Cavafy, R. M. Rilke, and others. Requirements include two 10-page papers and memorization of approximately 1,000 lines from the above authors' works. Enrollment limited to 30. Not open to freshmen.



UMass: **Russian 297A**

**The First Half of this Century in Poetry**

A survey seminar aiming to highlight major developments in American, British, and European poetry by concentrating on textual analysis of selections from the works of the period's most seminal figures: E. A. Robinson, Robert Frost, T.S. Eliot, Ezra Pound, Thomas Hardy, A. E. Housman, Wilfred Owen, Edward Thomas, W. H. Auden, Guillaume Apollinaire, Max Jacob, Paul Éluard, André Breton, Rainer Maria Rilke, Georg Trakl, Federico García Lorca, Antonio Machado, Gabriele D'Annunzio, Eugenio Montale, Umberto Saba, Osip Mandelstam, Anna Akhmatova, Marina Tsvetaeva, Boris Pasternak, Constantine Cavafy, Czeslaw Milosz, and Zbigniew Herbert. Requirements: two term papers and approximately 800 lines of memorization.

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**Peter J. Giblin**, Visiting Professor in Geometry (at the University of Massachusetts under the Five College Program)

First Semester:

Amherst: **Mathematics 11**

**Introduction to the Calculus**

Basic concepts of limits, derivatives, anti-derivatives, applications, the definite integral, simple applications, circular functions and their inverses, logarithms and exponential functions. Four class hours per week.

Second Semester:

Mount Holyoke: **Mathematics 201s**

**Calculus III**

Differential and integral calculus of functions of several variables. Four credits.

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**Sandra L. Graham**, Assistant Professor of Latin American History (at Mount Holyoke College under the Five College Program)

First Semester:

Mount Holyoke: **History D115f**

**Coffee and Slaves: Plantation Society in Nineteenth-Century Brazil**

An introduction to the craft of social history and to Latin America's past through the particular issue of Brazilian slavery. We will examine wills, letters, photographs, maps, household census lists, and letters of manumission in order to reconstruct the experiences of slaves and masters.

T Th 8:35-9:50 a.m.

Smith: **HST 263a (C)**

**Change and Continuity in Brazilian Society**  
Topic for 1985-86: Control and Resistance: Slavery in Brazil

An introduction to Brazilian social history through an investigation of the particular institution of slavery and its connections to the patterns and practices of daily life in cities and on plantations from the early life of the colony until slavery's final abolition in 1888.

4 semester-hours credit

Th 1-2:50 p.m.

Second Semester:

Amherst: **History 74**

**Rebellion in the Backlands of Brazil**

Destruction by military forces of Antonio Conselheiro and his band in Brazil's northeast in 1897 presents puzzling questions. Should we understand Conselheiro and the women and men who surrounded him as millenarians, as political protestors, or merely as wanderers made desperate by poverty and severe drought? How are we to read the actions of the military? The relatively brief events at Canudos radiate out to an examination of politics in the early years of republican government and to contemporary understandings of race and society. Reading Euclides da Cunha's firsthand account, *Rebellion in the Backlands*, as well as Mario Vargas Llosa's fictional version, *The War of the End of the World*, we will ask questions about history as narrative.

T Th 10-11:20 a.m.

Mount Holyoke: **History 287** (Hampshire: SS 291)

**The Mexican Revolution, 1910-1919**

Using accounts that include novels and photographs, we will ask why, beginning in 1910, men and women decided that rebellion was necessary and worth the dangers.

T Th 1:35-2:50

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**Maki Hirano Hubbard**, Instructor of Japanese (at Smith College under the Five College Program)

First Semester:

Mount Holyoke: **Asian Studies L122f**  
**Intermediate Japanese**

Smith: **JPN 300a**  
**Advanced Course**

Acquisition of skills in reading and aural comprehension through study of varied prose pieces and audio-visual material. Discussions will focus on both popular and traditional aspects of Japanese culture as reflected in the selected materials. Prerequisite: 200 or equivalent. (E)

4 semester-hours credit

M W 2:10-4 p.m.

Second Semester:

Mount Holyoke: **Asian Studies L123s**  
**Intermediate Japanese**

A continuation of Asian Studies L122f.

Smith: **JPN 200**

**Intermediate Course**

(second semester of a full year course)

Continued training in the basic grammar and syntactic structures of the language. Oral drills and written exercises based on typical situational dialogues in a Japanese setting. Prerequisite: 100 or equivalent.

4 semester-hours credit per semester

M W F 10:40-11:50 a.m.

Smith: **JPN 300b**

A continuation of 300a. Same prerequisites. (E)

4 semester-hours credit

M W 2:10-4 p.m.

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**Mohammed Mossa Jiyad**, Assistant Professor of Arabic (at the University of Massachusetts under the Five College Program)

First Semester:

Amherst: **Asian Languages & Literatures 9**  
**Elementary Arabic I: An Introduction to Modern Standard Arabic**

A combined audio-lingual and structural approach to the study of Arabic, presented in a culturally meaningful context. Intensive oral and written drills, language analysis, with special emphasis on syntax, and training in rapid access to reading. Four class meetings per week, plus individual work in the language laboratory.

UMass: **Arabic 326**

**Intermediate Arabic**

Lecture, recitation, introduction to defective verbs. Reading, writing, aural comprehension, and speaking. Daily written assignments and recitations; frequent quizzes and exams, final. Text: *Intermediate Modern Standard Arabic I, II, and III*. Prerequisite: Arabic 126, 146, 226, 246, or consent of the instructor.

Second Semester:

Amherst: **Asian Languages & Literatures 10**  
**Elementary Arabic II**

A continuation of Asian Languages & Literatures 9. Prerequisite: Asian Languages & Literatures 9 or the equivalent.

UMass: **Arabic 346**

**Intermediate Arabic**

A continuation of Arabic 326.

See course description for Arabic 326.

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**Hsin-Sheng Kao**, Assistant Professor of Chinese (at the University of Massachusetts under the Five College Program)

First Semester:

**Amherst: Asian 7. Intermediate Chinese I**

This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. By the end of the term the student will have a command of 700 characters. Four class hours plus two hours of work in the language laboratory per week. Prerequisite: Asian Languages and Literatures 6 or equivalent.

**UMass: Chinese 120. Non-intensive Elementary Chinese II.**

Lecture, drills, recitation, discussion, language lab. Mandarin Chinese; emphasis on the oral aspect. Romanization and simplified characters follow those currently used in Mainland China. Principled introduction to the next 200 basic simplified characters. Texts: *Speak Mandarin*, Fenn; *Chinese 300*, Peking Language Institute; *5000 Dictionary*, Fenn. Regular quizzes, midterm. Prerequisite: Chinese 110.

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**Michael T. Klare**, Associate Professor of Peace and World Security Studies (at Hampshire College under the Five College Program)

First Semester:

**Amherst: Sociology 39**

**Sociology of Conflict and Conflict Resolution**

In this course we will explore the structural and social psychological origins of conflict, attentive especially to discovering those factors that seem to propel conflict toward violent confrontations. By examining a wide range of conflicts, from interpersonal discord to racial antagonisms and class conflicts, to conflicts between nation-states, we will review a variety of theoretical approaches and perspectives. In addition to analyses of conflict, we will also examine

the growing literature on conflict resolution in an attempt to understand the mechanisms that might be useful for averting conflict between the U.S. and U.S.S.R. and various proposals for reducing tensions between the two superpowers. Prerequisite: Sociology 11, 12 or 25; or Anthropology 11, 12 or 23; or consent of the instructor.

Second Semester:

**Hampshire: Social Science 235**

**Soviet Military Policy**

Topics for 1985-86 to be announced. To be taught with Allan Krass.

**UMass: History 493**

**Military Power and U.S. Foreign Policy**

Ways in which the perception, potential, and use of military power affected the making and implementation of U.S. foreign policy.

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**W. Anthony K. Lake**, Professor in International Relations (at Mount Holyoke College under the Five College Program)

First Semester:

**Mount Holyoke: International Relations 300**

**The Vietnam War**

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

**Smith: GOV 248a**

**The Vietnam War**

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the



effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited. (E)  
4 semester-hours credit  
T Th 9:30-10:50 a.m.

Second Semester:

Mount Holyoke: **International Relations 273 Case Studies in American Foreign Policy**  
An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, Hiroshima, and SALT II. In each case, policy issues and the bureaucratic and political pressures that framed the issues are examined. Enrollment limited.

UMass: **Political Science 255**

**Case Studies in American Foreign Policy.**  
A detailed examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam wars, the Bay of Pigs and the Cuban Missile Crisis, and SALT II. In each case, the course analyzes the events and substantive choices facing policymakers, the bureaucratic and political contexts in which they acted, and the general foreign-policy views they brought to bear on these decisions. Each case study provides a basis for discussion of bureaucratic behavior relations between the Executive Branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press. Unlimited enrollment.

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**Linda S. Lewis**, Assistant Professor of Anthropology (at Amherst College under the Five College Program)

Courses to be announced.

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**Paulette M. Peckol**, Assistant Professor of Coastal and Marine Sciences (at Smith College under the Five College Program)

First Semester:

Smith: **BIO 244a**

**Marine Ecology**

Patterns and processes of marine ecosystems, including nutrient cycles, life history characteristics, and human impact on the marine environment. The laboratory applies concepts discussed in lecture and includes field trips. (E)

4 semester-hours credit

T Th 8-9:20 a.m.; lab M or Th 1:10-4 p.m.

Second Semester:

Courses to be announced.

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**Pearl Primus**, Professor of Ethnic Studies (at the University of Massachusetts under the Five College Program)

First Semester:

Smith: **AAS 230a**

**African Ritual and Myth**

The world views, ritual, myths, culture traits, and values of African peoples, such as Berber, Egyptian, Bambara, Vai, Fon, Yoruba, Bakuba, Zulu, Xhosa, Dinkas, and Masai. (E)

4 semester-hours credit

T 3-4:50 p.m.

Smith: **AAS 260a**

**Introduction to the Dance Rituals of the Caribbean**

A study of ritual, nation, work, and recreation dances of the Caribbean. Attention will be paid to African roots in the "New World." Students should have some dance experience. (E)

4 semester-hours credit

M W 7:30-9:30 p.m.

Second Semester:

UMass: **Afro-Am 254**

**Introduction to African Studies**

Introduction to Africa from an interdisciplinary perspective. Historical approach; chronological sequence from pre-history to contemporary times. Political development and processes, the arts, ethnography, social



structures, economies. To be taught with Josephus V. Richards.

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†J. Michael Rhodes, Professor of Analytical Geochemistry (at the University of Massachusetts under the Five College Program)

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**Peggy Schwartz**, Visiting Assistant Professor of Dance (at Hampshire College under the Five College Program)

First Semester:

UMass: **Dance 252**

**Intermediate Composition**

Study of the styles of innovators in modern dance as a way of learning various approaches to choreography. The work of Isadora Duncan, Martha Graham, Merce Cunningham, and post-modern choreographers will be viewed as paradigms in developing movement themes, choosing music, and shaping dances. By exploring a range of styles, students will be able to expand their own style of dance-making and understand the relationship between what they create and the historical development of modern dance forms. Course work will include readings, lectures, films, improvisation, assigned dance studies, and a final project. Prerequisite: Elementary Composition or permission of the instructor.

UMass: **Dance 463**

**Dance in Education: Methods and Materials of Teaching**

Through readings, lectures, discussions, and practice, this course will provide students with the opportunity to develop curricula in dance teaching. The course will include at least a 10-week pre-practicum teaching experience in an area school. Course work will focus on the teaching of creative movement at the elementary level or modern dance technique and dance improvisation at the secondary or university level. Prerequisites: Elementary Composition or Laban Movement Analysis and Introduction to Dance Education at the elementary and secondary level or permission of the instructor.

Second Semester:

Hampshire: **HA 113**

**Modern Dance I**

An introduction to the basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. This course may or may not be taught.

Mount Holyoke: **Dance 151s**

**Elementary Composition**

Study of the principles and elements of choreography through improvisation. Guided practice in the construction of movement phrases and solo studies. This course may or may not be taught.

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**Steven R. Smith**, Assistant Professor of Anthropology (at Amherst College under the Five College Program)

Courses to be announced.

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**Dennis T. Yasutomo**, Assistant Professor of Government (at Smith College under the Five College Program)

First Semester:

Amherst: **Political Science 39**

**Japan: Politics and Society**

This course will examine political institutions and policy-making processes in contemporary Japan. Particular attention will be given to political culture and economy, issues in political participation and electoral behavior, and party recruitment. It will also raise questions concerning the widely assumed uniqueness of Japanese political behavior and, especially, decision-making style. The course will also consider the suitability of power elite and pluralist approaches for understanding the workings of the political system. Specific institutions that will be covered include parties, the bureaucracy, the Diet, major interest groups and citizens' movements.

T Th 1 p.m.

Hampshire: SS 247

**World Politics in Asia**

Analysis of the emergence of East and Southeast Asia in world affairs in the late nineteenth and twentieth centuries. Special attention will be given to the post-World War II period and the diplomacy of China, Japan, Korea, ASEAN nations, and the Indo-chinese states. The role of external powers will be examined, but the focus will remain on Asian perspectives. The course will be especially concerned with identifying historical and current patterns of interstate conflict and cooperation in Asia, the clash between "Eastern" and "Western" cultures, and the possibility of a new regional community.

Second Semester:

Smith: GOV 349b

**Seminar in Comparative Government and International Relations: Foreign Policy of Japan**

The socio-cultural, political, and economic foundations of Japanese foreign policy. Emphasis on the post-World War II period and the search for a global role.  
4 semester-hours credit

Mount Holyoke: Politics 268

**Japanese Politics**

An introductory survey of Japanese political institutions and processes. Emphasis will be placed on the nature and role of political parties, the Diet, the bureaucracy, and interest groups in Japan's post-war political development. The course will also focus on electoral politics, political culture, and decision-making processes for domestic and foreign policies.

## International Relations Certificate Program

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics.
2. Global institutions or problems.
3. The international financial and/or commercial system.
4. A modern (post-1815) history course relevant to the development of international systems.
5. Contemporary American foreign policy.
6. A contemporary foreign language up to a proficiency level of the second year of college.
7. Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a Third-World country.

A complete list of the Five College courses for each of the seven requirements is available from the Office of the Dean of the Faculty, the advisers listed below, and the Five College Center.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: William Taubman.

Hampshire College: Frank Holmquist.

Mount Holyoke College: Vincent Ferraro, Anthony Lake.

Smith College: Charles Robertson.

UMass: Stephen Pelz, History; Eric Einhorn, Political Science.

Further information can be obtained from Vincent Ferraro at Mount Holyoke.

## Academic Rules and Procedures

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### Requirements for the Degree

The requirements for the Bachelor of Arts degree from Smith College are the completion to a specified standard of 128 credit hours of academic work: 36 to 48 of these credit hours must be chosen to satisfy the requisites of the major field; 64 credit hours must be outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 (C) in all academic work and a minimum average of 2.0 (C) in the senior year.

Candidates for the degree must complete at least two years of academic work, normally 64 semester hours of credit, in residence at Smith College in Northampton; one of these must be either the junior or senior year.

Each student is expected to be familiar with all regulations governing the curriculum and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

### Election of Courses

#### Semester Course Load Options

The normal course load consists of 16 credit hours taken in each of eight semesters at Smith. Only with the approval of the Administrative Board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course load in any semester is 12 credit hours taken for regular letter grades.

The option to take less than the normal 16-credit-hour program in a semester is limited by the following restrictions:

A student studying in a Smith College Junior Year Abroad Program is required to carry a course load of at least 32 credit hours for the academic year.

Introductory-level courses in performance in the Department of Dance, Department of Music, and Department of Exercise and Sport Studies, which are for 1 or 2 credit hours, must be taken above a regular 16-credit-hour program each semester.

Advanced Placement credit or summer school credit may be used to supplement a minimum 12-credit-hour program or to make up a shortage of hours. See Academic Credit, p. 319.



## Admission to Courses

**Permissions.** Admission to certain courses as indicated in the course descriptions requires permission of the instructor.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

Permission by petition to the Administrative Board is required to enter or drop a year course at midyear. The petition must be submitted to the instructor of the course and the chair of the department concerned before it is filed with the class dean.

**Seminars.** Seminars are open, by permission of the instructor, to juniors and seniors only. Seminars are limited to 12 undergraduate students. If graduate students are admitted, the seminar may total 14 students. Seminars conducted by more than one faculty member may include up to a total of 16 graduate and undergraduate students. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

**Special Studies.** Permission of the instructor and the chair of the department concerned is required for the election of Special Studies. Special Studies are normally open only to qualified juniors and seniors.

**Student-Initiated Courses.** Student-initiated courses for credit may be proposed by sophomores, juniors, and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. At least 10, but no more than 15, students must enroll in the course. The procedures for initiating such a course are available in College Hall 27. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester or November 1 for the second semester.

**Auditing.** A matriculated student may audit a course on a regular or occasional basis if space is available and the permission of the instructor is obtained.

**Auditing by Non-Matriculated Students.** A non-matriculated student who wishes to audit a course may do so with the permission of the instructor and upon payment of a fee of \$10 per lecture course (\$75 for performance and language courses). Studio art courses are not open to non-matriculated students.

## Changes in Course Registration

*During the first 10 class days* (up to Friday, September 20, in the first semester, and Friday, February 7, in the second semester) a student may *drop or enter* a course with the approval of the adviser.

*After the first 10 class days:*

- A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester with the permission of the instructor, the adviser, and the class dean.
- B. A student may *drop* a course up to 20 class days before the last day of classes (Tuesday, November 12, in the first semester, and Friday, April 4, in the second semester):
  - (1) after consultation with the instructor;
  - (2) with the approval of the adviser and the class dean; and
  - (3) provided that at least 12 credit hours are being carried for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W" in the grade column, indicating "withdrawal without penalty." Such courses will not be counted in the student's grade-point average.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin boards at the beginning of each semester.

**Fines for Late Registration and Late Course Changes.**

- A. A student who has not registered for courses by the end of the first 10 class days of a semester will be fined \$25 payable at the time of registration. If she has not completed registration by the end of six weeks, she will be required to withdraw.
- B. If a student is permitted to make a course change after the published deadlines, she will be charged \$5 for each change, the fine to be paid before the change is made.

**Five College Course Enrollments**

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming

semester, a period that occurs at least six weeks prior to the beginning of the semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class dean's office, the registrar's office, and the college houses. Free bus transportation to and from the institution is available for Five College students. A student may register for a course at one of the other four institutions no later than Friday, September 20, in the first semester, and Friday, February 7, in the second semester.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on p. 308 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms and approvals apply to Five College courses and cooperative courses.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines, and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including expected dates of examinations and final grades. Regulations governing changes in enrollment in Five College courses are posted on the official bulletin boards at the beginning of each semester. Inquiries should be addressed to the registrar at the appropriate institution.

## Academic Credit

### Grading

Grades are recorded by the registrar at the end of each semester. Grade reports, with a copy for parents, are sent to each student in February and June.

The grades at Smith indicate the following:

A	(4.0): excellent	D+	(1.3)
A-	(3.7)	D	(1.0): poor
B+	(3.3)	D-	(0.7)
B	(3.0): good	E	(0.0): failure
B-	(2.7)		
C+	(2.3)	S:	satisfactory (C- or better)
C	(2.0): fair	U:	unsatisfactory
C-	(1.7)		

**Satisfactory/Unsatisfactory Option.** A course may be taken for a Satisfactory (C- or better)/Unsatisfactory grade, providing that:

- (1) the instructor approves the option;



- (2) the student declares the grading option by the end of the fourth week of classes (Friday, October 4, in the first semester, and Friday, February 21, in the second semester); and
- (3) the student is carrying 12 credit hours for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the Satisfactory/Unsatisfactory grading option for 4 credit hours out of every 32 that she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester.)

Within the 128 credit hours required for the degree, a maximum of 16 credit hours (Smith or other Five College) may be taken for credit with the Satisfactory/Unsatisfactory grading option. No more than 4 credit hours (Smith or other Five College) may be taken for credit with the Satisfactory/Unsatisfactory or Pass/Fail grading option in any one semester. Some departments will not approve the Satisfactory/Unsatisfactory grading option for courses counting toward the major.

### **Advanced Placement**

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight semester hours of college credit are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four hours of credit are recorded). No more than eight semester hours credit will be granted in any one department.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit towards the degree requirements. The individual departments will determine what courses cover the same material.

Advanced Placement credit may be used to allow a student to carry the minimum 12-semester-hour program after the first semester of the freshman year, or to make up a shortage of hours, or with the approval of the Administrative Board, to undertake an accelerated course program. A maximum of one year (32 semester hours) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more semester hours of Advanced Placement credit may apply for sophomore standing after completion of the first semester's work.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements.

Advanced Placement credit may be used to count towards the 64 credit hours outside the major.



**Summer School Credit**

Up to a maximum of 12 hours of credit earned in approved summer school courses may be counted for the degree. With the approval of the Administrative Board, the credit may be used to allow students to carry the minimum 12-credit-hour load, or to make up a shortage of hours, or to undertake an accelerated course program.

**Shortage of Hours**

A shortage of hours incurred through failure or by dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit-hour program, or with Advanced Placement credit, or with approved summer school courses that have been accepted for credit toward the Smith College degree.

A student enters her senior year after completion of a minimum of six semesters and attainment of 96 credit hours of Smith College or approved transfer credit.

**Interterm Credit**

No course credit is given for work done during the interterm period, at Smith or elsewhere.

**Repeating Courses**

Normally courses may not be repeated for credit unless previously failed. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department.

**Academic Standing**

A student is in good academic standing so long as she is matriculated at Smith and is considered by the Administrative Board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

**Academic Probation**

A student whose academic record is below 2.0 (C) level, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her parents, and her academic adviser. Instructors of a student on probation are asked to make academic reports to the deans' offices during the period of probation. The Administrative Board will review a student's record at the end of the following semester to determine whatever action is appropriate. The Administrative Board may require such a student to

change her course program, to complete summer study, or to withdraw from the college.

### **Standards for Satisfactory Progress**

A student is not making satisfactory progress toward the degree if (1) she remains on academic probation for more than two consecutive semesters, (2) her record indicates more than an eight-hour shortage for more than two consecutive semesters, or (3) her cumulative record falls below 2.0 (C).

### **Separation from the College**

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college upon the recommendation of this action to the president by the Administrative Board, the Honor Board, or the Judicial Board. Any student who has not registered for courses by the end of the sixth week of the semester will be withdrawn from college. There will be no refund for tuition or room rent.

### **The Age of Majority**

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit, and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal, and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

## **Leaves, Withdrawal, and Readmission**

### **Absence from the Campus**

A student who is absent from college for more than six weeks in any semester in which she is registered may not receive credit for the work of that semester.

### **Leaves of Absence**

A student not on academic probation who wishes to be away from the college for personal reasons, or to attend another college or university, may take a leave of absence for a first semester or for a full academic year. A request for a leave of absence must be filed with the student's class dean before March 15 of the year preceding the leave. A student who decides after March 15 and prior to May 15 to be away for the succeeding year or semester may request a leave of absence but will forfeit her room deposit fee (\$200).

A student not on academic probation who wishes to complete her senior year at another undergraduate institution must petition the Administrative Board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

### **Mandatory Medical Withdrawal**

The college may require the withdrawal of any student who, in the opinion of the college physician or coordinator of the counseling service, has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or which illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

### **Withdrawal and Readmission**

A student who plans to withdraw from the college should notify her class dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded.

A student who has withdrawn from Smith College may apply to the registrar for readmission. Application for readmission in September should be sent to the registrar before March 1; for readmission in January, before December 1. The Administrative Board acts upon all requests for readmission.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.

In general, students who have withdrawn from college at the end of the first semester will be permitted to return only at the beginning of the second semester of a subsequent year.

If a student withdraws on the advice of the Health Services for reasons of health, notification will be sent to her parents. When she applies for readmission, a full report from her physician must be sent to the college physician for evaluation, and a personal interview may be required before an application for readmission is considered by the Administrative Board. Certification by the Health Services does not automatically guarantee readmission. The Administrative Board, which makes the final decision on readmission, will also take into consideration the student's college record.



# The Athletic Program

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Lawrence A. Fink, Ed.D., Professor of Education and Child Study and Director of Athletics  
 Linda S. Moulton, M.S., Associate Director for Intercollegiate and Intramural Athletics  
 Mary E. O'Carroll, M.S., Athletic Trainer

## Coaches

James Babyak, M.A., Coach of Basketball and Soccer  
 Kim G. Bierwert, B.A., Coach of Swimming and Diving  
 Jacqueline Schmidt Blei, M.S., Coach of Field Hockey and Lacrosse  
 Christine Jane Davis, M.S., Coach of Tennis  
 Suzanne Gray-Mieczkowski, M.Ed., Coach of Riding  
 Mary Jane Grinaker, B.S., Coach of Cross Country and Track and Field  
 Kathryn E. Keeler, B.A., Coach of Crew  
 Bonnie Stewart May, M.S., Coach of Softball and Volleyball  
 John M. Parsons, M.D., Coach of Skiing

## Staff

Anne Abbott, M.P.E. Assistant Athletic Trainer

The Athletic Program offers opportunities for athletic participation to all students of the College, both at the intercollegiate and intramural levels. Students interested in athletic instruction should consult the Exercise and Sport Studies Department, p. 167. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries concerning intercollegiate athletics and the intramural program should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, Massachusetts 01063.

## A. Intercollegiate Athletics

The emphasis of the intercollegiate program is on the pursuit of athletic excellence and the enjoyment of competition with other highly skilled players. There is opportunity for post-season play on a regional and national level for all teams and individuals

who qualify. Smith belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC), although the College's schedules include many contests with Division I and Division II institutions.

In 1985-86, the College will field the following intercollegiate teams:

**Basketball.** Season: November-March. Practice hours: M T W Th F 4-6. James Babyak.

**Crew.** Season: September-May. Practice hours: M T W Th F 3:30-6. Kathryn E. Keeler.

**Cross Country.** Season: September-November. Practice hours: M T W Th F 3-4:30. Mary Jane Grinaker.

**Field Hockey.** Season: September-November. Practice hours: M T W Th F 3-5. Jacqueline Schmidt Blei.

**Gymnastics.** Season: October-March. Practice hours: To be arranged.

**Lacrosse.** Season: February-May. Practice hours: M T W Th 4-6, F 3-5. Jacqueline Schmidt Blei.

**Riding.** Season: September-December, February-May. Practice hours: To be arranged. Suzanne Gray-Mieczkowski.

**Skiing.** Season: January-March. Practice hours: To be arranged. John M. Parsons.

**Soccer.** Season: September-November. Practice hours: M T W Th F 4-6. James Babyak.

**Softball.** Season: March-May. Practice hours: M T W Th 4-6, F 3:30-5:30. Bonnie Stewart May.

**Squash.** Season: November-March. Practice hours: M T W Th 4:30-6, F 3:30-5.

**Swimming and Diving.** Season: September-March. Practice hours for swimming: M T W Th F 3-5; practice hours for diving: M T W Th 5:45-7:30, F 1-3. Kim G. Bierwert.

**Tennis.** Season: September-October, February-April. Practice hours: M T W Th 4-6, F 3-5. Christine Jane Davis.

**Track and Field.** Season: October-December, pre-season conditioning; technique and strength work. January-May indoor/outdoor competition. Practice hours: October-December, three days per week to be arranged. January-May M T W Th F 4-6. Mary Jane Grinaker.

**Volleyball.** Season: September-November. Practice hours: M T W Th 4-6, F 3:30-5:30. Bonnie Stewart May.

## **B. Intramural Athletics**

The intramural program is for all students who want to participate in a competitive program that is recreational but who do not want to make the commitment of time and effort required by varsity athletics. The focus of the intramural program is on interhouse competition. The 34 houses vie with friendly rivalry for tournament championships in badminton, basketball, field hockey, paddle tennis, soccer, softball, squash, swimming, tennis, and volleyball, and in special events such as a Novice Crew Regatta, Head of the Paradise, Campus Run, and Open Doubles Tennis Tournament. In addition, there is a synchronized swimming club, "Lifeguards," which practices all year and gives water shows each spring.

# Directory

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Northampton

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Northampton

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Ph.D. Bryn Mawr College

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*Warden Emeritus* (1944)

**Miguel Zapata y Torres, Ph.D.**  
*Associate Professor Emeritus of Spanish  
Language and Literature* (1957)

**Benjamin Martin Shaub, Ph.D.**  
*Associate Professor Emeritus of Geology  
and Geography* (1958)

**Frances Campbell McInnes, A.M., M.D.**  
*Associate Physician Emeritus* (1960)

**Ruth Lee Kennedy, Ph.D.**  
*Professor Emeritus of Spanish Language  
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**Elisabeth Koffka, Ph.D.**  
*Professor Emeritus of History* (1961)

**Catherine A. Pastuhova, Ph.D.**  
*Associate Professor Emeritus of Russian  
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**Jeanne Seigneur Guiet, M.A.**  
*Assistant Professor Emeritus of French  
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**Edith Burnett, B.S.**  
*Associate Professor Emeritus of Theatre and  
Speech* (1962)

**Bianca del Vecchio, Diploma di Magistero**  
*Professor Emeritus of Music* (1963)

**Michele Francesco Cantarella, A.M.**  
*Professor Emeritus of Italian Language  
and Literature* (1964)

**Edna Rees Williams, Ph.D.**  
*Professor Emeritus of English Language  
and Literature* (1964) and *Sophia Smith  
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**Mary Elizabeth Mensel, A.B.**  
*Director Emeritus of Scholarships and  
Student Aid* (1964)

**Ernest Charles Driver, Ph.D.**  
*Professor Emeritus of Zoology* (1965)



**Florence Marie Ryder, M.S.**  
*Associate Professor Emeritus of Physical Education* (1965)

**Margaret Storrs Grierson, Ph.D.**  
*College Archivist Emeritus* (1965)

**Charles Jarvis Hill, Ph.D.**  
*Professor Emeritus of English Language and Literature* (1966)

**Virginia Corwin Brautigam, B.D., Ph.D.**  
*Charles N. Clark Professor Emeritus of Religion and Biblical Literature* (1966)

**Elizabeth Sanders Hobbs, Sc.D.**  
*Professor Emeritus in the Biological Sciences* (1967)

**Kenneth E. Wright, Ph.D.**  
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**Henry-Russell Hitchcock, A.M., D.F.A. (Hon.)**  
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**Lois Evelyn Te Winkel, Ph.D.**  
*Professor Emeritus in the Biological Sciences* (1968)

**Esther Carpenter, Ph.D., D.Sc. (Hon.)**  
*Myra M. Sampson Professor Emeritus in the Biological Sciences* (1968)

**Jean Strachan Wilson, Ph.D.**  
*Sydenham Clark Parsons Professor Emeritus of History* (1968)

**Eleanor Terry Lincoln, Ph.D.**  
*Professor Emeritus of English Language and Literature* (1968)

**Helen Muchnic, Ph.D.**  
*Helen and Laura Shedd Professor Emeritus of Russian Language and Literature* (1969)  
*and Sophia Smith Fellow*

**Elinor Van Dorn Smith, Ph.D.**  
*Professor Emeritus in the Biological Sciences* (1969)

**Dorothy Carolin Bacon, Ph.D.**  
*Robert A. Woods Professor Emeritus of Economics* (1970)

**Neal Henry McCoy, Ph.D.**  
*Gates Professor Emeritus of Mathematics* (1970)

**Gertrude Parker Smith, A.M.**  
*Professor Emeritus of Music* (1971)

**Helen Evangeline Rees, Ed.D.**  
*Professor Emeritus of Education and Child Study* (1971)

**Anne Gasool, A.M.**  
*Associate Professor Emeritus of French Language and Literature* (1971)

**William I. P. Campbell**  
*Horticulturist Emeritus* (1971)

**Alice Ambrose Lazerowitz, Ph.D., LL.D.**  
*Sophia and Austin Smith Professor Emeritus of Philosophy* (1972)

**Priscilla Paine Van der Poel, A.M.**  
*Professor Emeritus of Art* (1972)

**Marshall Schalk, Ph.D.**  
*Professor Emeritus of Geology* (1972) *and Sophia Smith Fellow*

**Paul Douglas Davis, B.S. in C.E.**  
*Superintendent Emeritus of Buildings and Grounds* (1972)

**Helen Whitcomb Randall, Ph.D.**  
*Esther Cloudman Dunn Professor Emeritus of English Language and Literature* (1973)

**Max Salvadori, Dr. Sc. (Pol.), Litt.D.**  
*Dwight W. Morrow Professor Emeritus of History* (1973)

**Morris Lazerowitz, Ph.D.**  
*Sophia and Austin Smith Professor Emeritus of Philosophy* (1973)

**Elizabeth Dorothy Robinton, Ph.D.**  
*Professor Emeritus in the Biological Sciences* (1973)

**Charles DeBruler, B.S.**  
*Business Manager Emeritus* (1974)

**Theodora Sohst Brooks, A.B.**  
*Director Emeritus of Financial Aid* (1974)

**Natalija Kuprijanow, Lehrerdiplom**  
*Lecturer Emeritus of Russian Language and Literature* (1974)

**Vera A. Joseph, M.D.**  
*College Physician Emeritus* (1975)

**Charlotte Hackstaff Fitch, A.M.**  
*Professor Emeritus of Theatre and Speech*  
(1976)

**Florence Isabel Macdonald, A.B., A.M. (Hon.)**  
*Secretary Emeritus of the Board of Trustees*  
(1976)

**Helen Benham Bishop, A.B.**  
*Registrar Emeritus* (1976)

**Edith Kern, Ph.D.**  
*Doris Silbert Professor Emeritus in the*  
*Humanities (Comparative Literature)* (1977)

**Phyllis Williams Lehmann, Ph.D., Litt.D.,**  
**D.F.A. (Hon.), L.H.D.**  
*William R. Kenan, Jr. Professor Emeritus of*  
*Art* (1978)

**George Stone Durham, Ph.D.**  
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**Jean Lambert, Lic. ès L., D.E.S.**  
*Professor Emeritus of French Language and*  
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**Helen Louise Russell, Ph.D.**  
*Dean of Students Emeritus and Professor*  
*Emeritus of Physical Education* (1979)

**Barbara Stewart Musgrave, Ph.D.**  
*Professor Emeritus of Psychology* (1979)

**Denton McCoy Snyder, M.A.**  
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**Alice B. Dickinson, Ph.D.**  
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**Mary De Wolf Albrow, A.B.**  
*Director Emeritus of the Career Development*  
*Office* (1981)

**Betty Baum, M.S.S.**  
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**Dilman John Doland, Ph.D.**  
*Professor Emeritus of Psychology* (1982)

**John H. Detmold, A.B.**  
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**Cecelia Marie Kenyon, Ph.D.**  
*Charles N. Clark Professor Emeritus of*  
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(1985)

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The Associate Dean of the Faculty,  
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†Randall Bartlett (1986)

Johnnella Butler (1988)

Jill de Villiers (1988)

Daniel Gardner (1988)

Caroline Houser (1988)

Ruth Solie (1986)

\*\*Klemens von Klemperer (1986)

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Alan Rudnitsky

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(Robert Burger)  
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## CLASS SCHEDULE

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Mon.	Tues.	Wed.	Thurs.	Fri.
8-9:10 a.m. A	8-9:20 a.m. G			A
9:20-10:30 a.m. B	9:30-10:50 a.m. H		G	B
10:40-11:50 a.m. C	11-11:50 a.m. J		H	C
		C	J	
12 noon				
1-2 p.m. D	1-2:50 p.m.		1-2:50 p.m.	
2:10-3 p.m. E	K		M	
3:10-4 p.m. F	3-4:50 p.m.		3-4:50 p.m.	
	L		N	
5 p.m.				
7:30-9:30 p.m. W*	**	7:30-9:30 p.m. X*	7:30-9:30 p.m. Y*	**

\*A three-hour laboratory session scheduled in block W, X, or Y runs from 7 to 10 p.m.

\*\*Reserved for activities and events.

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